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ABSTRACT

This volume is the third module, "Parent Involvement," of the evaluation report documenting how states met the requirements of Title I of the Elementary and Secondary Education Act of 1965, as amended in 1978, and identifying exemplary State management practices and documents. The module begins with a history of parent involvement under Title I up to its replacement by Chapter 1 of the Educational Consolidation and Improvement Act. The next section explains that approximately two-thirds of the States plan either to encourage parent involvement in their local education agencies (LEAs) or to take an active role in ascertaining whether or not the LEAs are consulting with parents. The last section presents examples, selected from those supplied by the States, to address parent involvement. The examples are divided into two basic categories with several subcategories. The first category, "forms of parent involvement," includes general tips; ways of involving parents at home, at school, and through councils; and parents' role in the design and implementation of programs. The second category, "methods of providing information to parents and staff on parent involvement," includes handbooks, newsletters, workshops and meetings, audiovisual materials, resource centers, parent-teacher conferences, home visits, and information notices sent home with children. (MLF)

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A Study of State Management Practices:
Looking Back at Title I and Toward Chapter 1

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MANAGEMENT MODULE: Parent Involvement

Laurie R. Harrison

August 1982

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Prepared for the U.S. Department of Education under Contract 300-80-0601 by

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MANAGEMENT MODULE: PARENT INVOLVEMENT

Laurie R. Harrison

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Table of Contents

Page

Acknowledgments vii

Introduction 1

I. The History of Parent Involvement: ESEA Title I to ECIA Chapter I 3
- Title I 3
- Chapter 1 4

II. States' Preliminary Plans Regarding Chapter 1 Parent Involvement Activities 9
- Data From Telephone Interviews 10
- Data from Onsite Visits 10
  - Will States Continue Parent Involvement Activities?. . 10
  - Will Parent Involvement Activities Change? 11
  - Will There Be Problems With Continuing Parent Involvement Activities? 12

III. Examples of Parent Involvement Practices and Materials 13

A. Forms of Parent Involvement 14
1. General Tips on How to Involve Parents 14
   a. Exhibit A-1a: 40 Ways to Increase Home-School Cooperation, Georgia 15
   b. Exhibit A-1b: Parent Interest Survey, Wisconsin 17
   c. Exhibit A-1c: How Can We Tell Our Future Members and Our Communities About Title I Activities?, Oregon 19
2. Involving Parents At Home 29
   a. Exhibit A-2a: Parent Involvement Activities and Projects, Colorado 31
   b. Exhibit A-2b: Parents are Reading Teachers, Too!, Kentucky 45
   c. Exhibit A-2c: Kid's Stuff: Reading and Language Experiences, New York 53
   d. Exhibit A-2d: Title I Parent Involvement Activities, South Dakota/Montana 59
   e. Exhibit A-2e: Family Good Program, Hawaii 67
   f. Exhibit A-2f: West Virginia Title I Reader, West Virginia 75
   g. Exhibit A-2g: Report Card for Parents, California 81
   h. Exhibit A-2h: Super Summer: Using the Newspaper, Parents and Children Can Learn Together, Pennsylvania 83

Table of Contents (Continued)

Page

3. Involving Parents in School Activities 85
   a. Exhibit A-3a: Getting and Keeping Parent Involvement, Georgia 85
   b. Exhibit A-3b: Parents and Title I: A Resource Package, Massachusetts 85
   c. Exhibit A-3c: How to Observe, Virginia 87
   d. Exhibit A-3d: Observation Guide for Parents, Maryland 89
   e. Exhibit A-3e: Community Liason Worker Program, Louisiana 91
   f. Exhibit A-3f: Volunteer Handbook, California . . . 93

4. Involving Parents Through Councils 97
   a. Exhibit A-4a: Parent Advisory Councils, Oklahoma 99
   b. Exhibit A-4b: Sample By-Laws, South Carolina . . . 111
   c. Exhibit A-4c: Procedures for Decision by Consensus, Oregon 115
   d. Exhibit A-4d: Suggestions for Making Motions, Wisconsin 117

5. Parents Role in the Design and Implementation of Programs. 119
   a. Exhibit A-5a: Memo on parent participation in planning, implementation, and evaluation of programs, North Carolina (Georgia & New Jersey) . . 121
   b. Exhibit A-5b: Possible activities for Planning, Implementating, and Evaluation. Connecticut 127
   c. Exhibit A-5c: Excerpts from Parent Involvement in Compensatory Education Projects, Michigan 129
   d. Exhibit A-5d: Needs Assessment Information from Parents, Oregon 131
   e. Exhibit A-5e: Parent Evaluation Form, Montana . . . 133

B. Methods of Providing Information to Parents and Staff on Parent Involvement. 135

1. Handbooks 135
   a. Exhibit B-1a: Exemplary Title I Parent Advisory Councils, Massachusetts 137
   b. Exhibit B-1b: Parent Advisory Councils in Oregon. 143
   c. Exhibit B-1c: Parent Advisory Councils in Oregon: A Resource Book for Parents, Oregon 145
   d. Exhibit B-1d: Title I: An Opportunity for Growth, Washington 149

Table of Contents (Continued)

Page

2. Newsletters 159
   a. Exhibit B-2a: Parent to Parent, New Hampshire . . . 161
   b. Exhibit B-2b: The Clipboard, Ohio 163

3. Workshops and Meetings 165
   a. Exhibit B-3a: Ideas for Parent Involvement Meetings, Georgia 167
   b. Exhibit B-3b: Workshop Synopses from 7th Annual Title I Parent Involvement Workshop, Wisconsin 173
   c. Exhibit B-3c: Memo Regarding Spring Parent Training Workshop, New Hampshire 177
   d. Exhibit B-3d: Memo Regarding Parent Training, Missouri 181

4. Audio Visual Material 183
   a. Exhibit B-4: Training Material, Alabama 185

5. Resource Centers 193
   a. Exhibit B-5: List of Resources for Parent Involvement, Washington 195

6. Parent-Teacher Conferences, Home Visits, and Informational Notices Sent Home with Children 213
   a. Exhibit B-6a: Parent/Teacher Conference Techniques, Mississippi 215
   b. Exhibit B-6b: Parent Involvement in Parent-Teacher Conference, Maryland 221

Appendix A. Sources of Information on Exemplary Materials 227

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Barbara L. Bessey
Director

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Introduction

This management module is one of four produced by the State Title I Management Practices Study to provide information on various options that states may use to manage their Chapter 1 programs. The four modules are on the following topics:

- Application Approval,
- Monitoring,
- Parent Involvement, and
- Enforcement.

Each management module contains examples of materials produced by Title I coordinators, their staff, or their districts as part of their administration of the Title I program.

Chapter 1 of the Education Consolidation and Improvement Act replaces Title I of the Elementary and Secondary Education Act. Under Chapter 1, more management decisions are left to states. However, some states will have fewer state administrative funds under Chapter 1 than they did under Title I. These states may have to cut back on their members of staff, which may mean that staff with specialized expertise--in monitoring or parent involvement, for example--will be let go in favor of more "generalist" types of staff. Because of this potential loss of Title I experience, four management modules were developed to present a picture of some of the more creative practices and approaches used in past administration of Title I programs. While some of these requirements are not present in Chapter 1 or not included to the same extent as they had under the 1978 Title I statute (Public Law 95-561), the results of the State Management Practices Study indicate that most of the Title I coordinators reported plans to continue activities in these areas under Chapter 1 (Bessey, Brandt, Thompson, Harrison, Putman, & Appleby, 1982). It is hoped that the practices and examples included in these management modules can be adopted or adapted by interested states at minimal cost, or that states wishing to develop new practices may find some successful past examples presented herein after which these new practices can be modeled.

Content of the Management Modules

Each module is organized into three sections:

- a brief history of the management responsibility from Title I to Chapter 1,
- states' preliminary plans for operating under Chapter 1 as collected by the State Management Practices Study through in-depth telephone interviews with 49 Title I coordinators and through follow-up interviews conducted onsite to a nationally representative sample of 20 states, and

- examples of successful materials and practices used by states under Title I.

Selection of the Examples for Inclusion in the Management Modules

As part of the State Management Practices Study, all state agencies receiving Title I funds were asked to send AIR materials, documents, handbooks, forms, applications, instructions, rules, checklists, and so on that they used in their administration of Title I programs. These materials were supplemented with other materials collected by the U.S. Department of Education, such as the Monitoring and Enforcement Plans, and specific materials solicited by the study staff that surfaced during the telephone interviews or the onsite visits.

All of the materials and examples included in these modules are noteworthy—they were selected from thousands of documents collected from states. In some cases, the choices were difficult, since several states had similar materials that were all considered to be exemplary. The final materials were selected on the basis of:

- their interesting or unusual content,
- their interesting or unusual format,
- ease of reproduction, and
- a desire to present a variety of techniques and materials.

It is important to emphasize, however, that some very successful practices or materials from states may have been overlooked—either because they were not submitted to AIR as part of the study's initial requests for materials or because an attempt was made to select materials from the largest number of states possible to ensure greater variety.

Use of the Management Modules

It is intended that the materials and examples included in each module will stimulate state Chapter 1 staffs to generate new and creative ideas for successful management of their Chapter 1 programs. Some of the examples are presented in their entirety for ease in xeroxing if desired. Other examples are merely illustrative of a particular point or practice. In any case, states are encouraged to contact the Chapter 1 offices in state agencies that developed the materials to request more information. A list of the addresses for each of the states for which examples are included in the modules is presented as Appendix A for informational purposes.

I. The History of Parent Involvement: ESEA Title I to ECIA Chapter 1

In July 1981, Congress passed the Education Consolidation and Improvement Act (ECIA). Chapter 1 of ECIA replaces Title I of the Elementary and Secondary Education Act (ESEA), originally passed in 1965 and reauthorized most recently in 1978. Chapter 1 of ECIA contains the same funding provisions and the same general purposes as Title I, but many of the specific requirements have been changed. These changes are particularly apparent in the area of parent involvement. To understand the extent of these changes it is necessary to understand the evolution and extent of parent involvement provisions under Title I.

Title I

When Title I was first authorized in 1965, there was no specific mention of involving parents in the program. However, the initial evaluation requirements were included as an integral part of the Title I program, because Congress felt a strong need to inform parents and to have the program be accountable to parents. Over the years, the role given to parents in the statute and the Title I regulations has grown. The reasons for including parents in the program are many. For example, it is felt that children will benefit if their parents are involved. Parents can contribute information on their children's skills and interests, and they can reinforce educational goals in the home. Parent involvement also serves as a source of pressure to keep local programs directed toward the needs of their children. Parents can serve as a check on state and local actions in administering the programs. Political power to improve school programs often lies with parents in wealthier communities and not with those in poorer ones. Since Title I/Chapter 1 funds are targeted to low income areas, a special effort was made to involve parents and to ensure that districts accept parents in a decisionmaking role. Another reason for involving parents, which is cited somewhat less frequently, is that the involvement will have beneficial effects on the parents themselves. For example, one parent who testified at the Senate Hearings prior to the reauthorization of Title I in 1978 indicated that, because of her experiences with the Title I program, she became aware of the importance of education, returned to school, and completed a college degree.

Parent involvement in Title I programs has evolved from a period when there were no requirements, through a stage when encouragement only was given, to the situation in 1978 when very specific stipulations on the nature of parent participation in the program were in force. As previously stated, in 1965 when ESEA Title I was first authorized, the legislation made no direct mention of the role of parents in the program. Regulations published on 28 November 1968 (Section 116.18(f)) stated that parents be involved in planning, operation, and appraisal of projects, including their representation on Title I advisory committees that may be

established. In 1971, Section 115 of P.L. 91-230 authorized the commissioner to regulate parent involvement, and in October 1972, regulations were issued requiring districtwide parent advisory councils. In 1974, school parent councils along with the district councils were required by law (P.L. 93-380). In the Education Amendments of 1978, two entire sections of the law were devoted to parents. In Section 124, "parent participation," parents were permitted to participate in establishing programs; they were to be informed of, and permitted to make, recommendations concerning instructional goals and their children's progress; and parents were to be given opportunities to assist their children in achieving goals. Section 125 of the 1978 Education Amendment focused on "parent involvement" in the form of school and districtwide councils, which were responsible for advising the school district in planning, implementing, and evaluating its program. Section 125 was highly specific regarding the methods for the establishment and composition of the councils. Furthermore, district councils were given consent power in the two areas of program administration--the establishment of schoolwide projects and use of alternative rankings of eligible school attendance areas.

While Section 124 of the 1978 law focused on involvement of parents with their own children and the educational goals of the program, Section 125 established an advisory role for parents in the program. Thus, parent involvement in Title I grew from an encouraged presence to parental oversight of Title I administration at the local level.

The specificity of the 1978 requirements attempted to standardize a minimum level of parent involvement at the local level. Lawmakers, reacting strongly to testimony concerning the lack of meaningful parent involvement in districts, devoted more than two full pages to parent requirements in the 1978 legislation. In previous laws, this subject was treated in only small unlabeled paragraphs. Thus, prior to the passage of ECIA, state and districts were operating under stringent and extensive requirements for parent involvement. Sections 124 and 125 from the 1978 Title I law are reproduced in Table 1.

Chapter 1

The amount of space and emphasis given to parent involvement in ECIA Chapter 1 is a marked contrast from the 1978 legislation which it replaces. Section 556(b) Application Assurances states that state educational agencies shall approve applications from districts if the state is assured that the programs and projects described by the district

> "are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the needs of the children being served and are designed and implemented in consultation with parents and teachers of such children."

There is no mention in P.L. 97-35 of the Parent Advisory Councils (PACs) that have been a required part of Title I since 1971. The new law does contain two references regarding continuation of practices required

or allowable under P.L. 95-561. Section 554(c) states

> APPLICABILITY RULE. The provisions of Title I of the Elementary and Secondary Act of 1965 which are not specifically made applicable by the chapter shall not be applicable to programs authorized under the chapter.

Section 555(c) Program Description contains the following statement:

> (c) PROGRAM DESCRIPTION. A local education agency may use funds received under this chapter only for programs and projects which are designed to meet the special educational needs of educationally deprived children identified in accordance with Section 556(b)(2), and which are included in an application for assistance approved by the State education agency. Such programs and projects may include the acquisition of equipment and instructional materials, employment of special instructional and counseling and guidance personnel, employment and training of teacher aides, payments to teachers of amounts in excess of regular salary schedules as a bonus for service in schools serving project areas, the training of teachers, the construction, where necessary, of school facilities, other expenditures authorized under Title I of the Elementary and Secondary Education Act as in effect September 30, 1982, and planning for such programs and projects.

These two statements appear to contradict each other. The provisions of Section 125 referring to parent advisory councils are not specifically made applicable by ECIA and would therefore not be applicable to programs authorized under ECIA. However, since PACs were authorized under ESEA Title I as in effect 30 September 1982, authorized programs may include them. The resolution of this apparent contradiction is that PAC activities are not required but they may be included. This interpretation is corroborated by the House and Senate Conference Report that accompanied ECIA. This report states:

> "The conferees believe that parental and teacher involvement is an important component of Title I programs and wish to make clear that it is an option of local educational agencies to continue using Parent Advisory Councils (PACs) to comply with the consultation requirement."

This view is incorporated into the proposed Regulations that accompanied the law. Specifically they state

> (b) To meet the consultation requirement in paragraph (a) of this section, an LEA may, but

is not required to, establish and use parent advisory councils.

On first glance, it may seem that the language of the new law regarding parent involvement roughly parallels that of Section 124 in P.L. 95-561. There are however, some clear differences. Section 124 required that parents of the served children be informed of the goals of the program and their children's progress, and that they be given the opportunity to be involved in other ways, specifically to participate in establishing the program, make recommendations about the goals of the program and their children's progress, and assist their children at home. Providing an opportunity to do something is quite different from requiring that it be done. The new law requires that applications for funds shall be approved by the state if they provide assurances satisfactory to the SEA that the programs described are designed and implemented in consultation with parents of children being served. Although the provisions for parent advisory councils (old Section 125) are no longer included, the language of the new law is stronger than the previous parent participation provisions of Section 124.

Another salient feature of the new law is the role that must be played by states. The state must be assured to its safisfaction that the programs are designed and implemented in consultation with parents. What constitutes consultation? What will be satisfactory evidence for the state? This will depend in some ways on the support for parent involvement that exists at the state level.

In the next section, information will be presented on states' views of the future of parent involvement and their tentative plans for operating under the new law.

Table 1

Title I Parent Involvement Provisions in

Public Law 95-561

Section 124

"(j) PARENT PARTICIPATION.—A local educational agency may receive funds under this title only if parents of children participating in programs assisted under this title are permitted to participate in the establishment of such programs and are informed of, and permitted to make recommendations with respect to, the instructional goals of the program and the progress of their children in such program, and such parents are afforded opportunities to assist their children in achieving such goals.

"SEC. 125. (a) ESTABLISHMENT OF ADVISORY COUNCILS.—(1) A local educational agency may receive funds under this title only if it establishes an advisory council for its entire school district which—

"(A) has a majority of members who are parents of children to be served by projects assisted under this title;

"(B) is composed of members elected by the parents in each district; and

"(C) includes representatives of children and schools eligible to be served by, but not currently participating in, programs assisted with funds provided under this title.

"(2)(A) A local educational agency may receive funds under this title only if it establishes an advisory council for each project area or project school, except as provided in subparagraph (B), which—

"(i) has a majority of members who are parents of children to be served by programs assisted under this title, and

"(ii) is composed of members elected by the parents in each project area or project school.

"(B) In the case of any project area or project school in which not more than one full-time equivalent staff member is paid with funds provided under this title, and in which not more than forty students participate in such programs, the requirements of subparagraph (A) shall be waived.

"(C) In the case of any project area or project school in which 75 or more students are served by programs assisted by funds provided under this title, each such project area or project school advisory council, in addition to meeting the requirements of subparagraph (A), shall—

"(i) be composed of not less than 8 members, who shall serve for terms of two years, after which time they may be re-elected;

"(ii) elect officers of the council after it has been fully constituted; and

"(iii) meet a sufficient number of times per year, according to a schedule and at locations to be determined by such council.

"(3) Any individual who is a teacher at a school serving a project area or is a parent of a child residing in an eligible school attendance area or attending an eligible school shall be eligible to be elected as a member of the district-wide advisory councils established pursuant to paragraph (1), but nothing in this sentence shall preclude the eligibility of other individuals who are residents in that district. No individual who is a teacher at a project school or a school serving a project area shall be ineligible to be elected as a member of a district-wide or project area or school advisory council on the basis of residency outside such area or district.

"(b) RESPONSIBILITIES OF ADVISORY COUNCILS.—Each local educational agency shall give each advisory council which it establishes under subsection (a) responsibility for advising it in planning for, and implementation and evaluation of, its programs and projects assisted under this title.

"(c) ACCESS TO INFORMATION.—(1) Each local educational agency shall provide without charge to each advisory council established by such an agency under subsection (a) of this section—

and, upon request, to each member of such advisory council--

"(A) a copy of the text of this title,

"(B) a copy of any Federal regulations and guidelines issued under such title; and

"(C) a copy of appropriate State regulations and guidelines associated with this title.

"(2) Each State educational agency shall provide a copy of any report resulting from State or Federal auditing, monitoring, or evaluation activities in any district to the parent advisory council established pursuant to subsection (a)(1) in such district.

"(d) TRAINING PROGRAMS.—Each local educational agency application for funding under this title shall describe a program for training the members of advisory councils established pursuant to subsection (a) to carry out their responsibilities as described in subsection (b). Such training program—

"(1) shall be planned in full consultation with the members of such advisory councils;

"(2) shall provide each member of each such council with appropriate training materials; and

"(3) may permit the use of funds under this title for expenses associated with such training, including expenses associated with the attendance of such members at training sessions.

"(e) WORKSHOPS ON PARENTAL INVOLVEMENT.—For each fiscal year for which payments are made to State educational agencies under this title, the Commissioner shall sponsor workshops in the several regions of the United States which shall be designed to assist local educational agencies to work with and provide training to parent advisory councils established under subsection (a) of this section and to facilitate parental involvement in the programs conducted under this title. The workshops shall be planned and conducted in consultation with members of parent advisory councils in the region served by the workshop.

"(f) ASSESSMENT OF PARENTAL INVOLVEMENT AND TRAINING.—The National Institute of Education shall assess the effectiveness of (1) various forms of parental involvement, including parent advisory councils, on school governance, student achievement, and other purposes of this title, and (2) various methods of training the members of parent advisory councils, and shall report the results of such assessments to the Congress and the public.

"(g) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated for fiscal year 1979 and for each succeeding fiscal year ending prior to October 1, 1983, such sums as may be necessary to carry out the provisions of subsections (e) and (f) of this section.

II. States' Preliminary Planning Regarding Parent Involvement Activities

Under Title I, parent involvement was not a state-level responsibility in the strictest sense. It was the responsibility of local districts. However, because SEAs monitored local programs for legality and were responsible for providing technical assistance to districts in troublesome areas, states found they devoted a considerable amount of time to the area of parent involvement. In fact, in AIR's State Management Practices Study's telephone survey of state Title I coordinators, the coordinators reported that, on the average, they devoted more than 12 percent of their total staff time to parent involvement activities. Thus, ensuring that parent involvement activities were conducted, became a state level responsibility under Title I.

In Chapter 1, the state role in assuring that districts plan and implement programs in consultation with parents is emphasized. Thus, parent involvement will also be an area of concern for states under Chapter 1. As states plan their Chapter 1 management, they are looking to each other for creative ideas and guidance regarding the role SEAs will play in parent involvement activities.

The State Management Practices Study collected data via telephone interviews with 49 state Title I coordinators on whether or not they would continue parent involvement activities in the absence of any legal requirement to do so, and if so, which activities they would include. These data were collected prior to the passage of ECIA.

In addition, the Study collected data in onsite interviews in a nationally representative sample of 20 states. The onsite data collection focused on state Title I coordinators' plans for operating under Chapter 1 of ECIA. These interviews were conducted between September 1981 and May 1982. The data collected in these interviews are based on states' preliminary plans and cannot be interpreted as final decisions. It does, however, provide a clear indication of states' initial plans, many of which will be followed.

Data from Telephone Interviews with 49 States

State Title I coordinators were asked, "If there were no requirement in the law for you to have parent involvement, would you include some as part of your program management?" The responses to this question were:

Response	Number	%
No	2	4%
Yes	41	84%
No Answer	6	12%

The clear majority of states would like to continue parent involvement activities.

Approximately 29%, or 14 states, stated that they would want the SEA to take an active role in the area of parent involvement. For example, one state said it would keep its state-level parent advisory group. Another wanted to develop a procedure that required LEAs to set parent involvement objectives for each program and ways of measuring those objectives. Five states mentioned that, given proper authority, they would require councils and provisions very similar to the 1978 legislation, and a sixth state felt the state legislature would require councils. Two coordinators stated that parent involvement had become a major thrust of the entire SEA.

An additional 14 states indicated they would encourage the LEAs to continue parent involvement, but the decision would be left to the LEA and the SEA would not take an active role. Fourteen state coordinators mentioned they would like to include some form of parent councils in their management. It therefore appears that, prior to the passage of ECIA, approximately one-third of the states wanted the state to be actively involved in parent involvement--even if there were no legislative mandate to do so. An additional one-third of the states said they would encourage LEAs but not be actively involved themselves. Remaining states did not specify future roles.

Data From Onsite Interviews in 20 States:
Will States Continue Parent Involvement Activities?

Nineteen of the twenty onsite states felt they would continue parent involvement activities under Chapter 1. The remaining state felt parent involvement activities would probably not occur at the state level, but the state would inform the LEAs of the requirement to consult with parents. States were asked to give their reasons for continuing with parent involvement. Several states mentioned the legal requirement for involvement. Half of the site visit states emphatically mentioned the genuine positive contribution that parents have made to the Title I program. A representative comment is: "Parent involvement is a very critical part of the program. It enhances students' desire to learn."

Will Parent Involvement Activities Change?

Of the nineteen who planned to continue with parent involvement, three felt activities would not change from how they were implemented under Title I. Sixteen of the nineteen did feel that their activities would change. The general sentiment of these states was that the lack of council requirements would create the change. While some states felt LEAs would opt for councils, it was felt that even these LEAs would probably spend much less time on the specifics of elections, council composition, etc. As one state coordinator said, "The emphasis will be more on involving parents in education and not on formal meetings." Most states appeared to welcome the relaxation in PACs and their accompanying requirements. This view was also found to be predominant in the initial telephone data collection. All but two of the 49 states said they supported some form of parent involvement in Title I. Seventeen states were negative about any form of PAC, but virtually one-half of the states (24) said that, if some of the more restrictive PAC requirements were modified, they could provide wholehearted support for the PACs. Four states supported the PACs as specified in the 1978 Title I legislation.

It seems clear that the new law allows for change in parent involvement activities at the local level. Some states felt their larger or medium-sized LEAs would probably opt to keep the school and district councils, but that small and rural LEAs might drop them. The pattern of changes that will occur at the local level will probably vary and be tailored to the needs of individual sites. For example, some districts will probably eliminate district councils while others will eliminate school councils. Districts in rural areas comprised of several small towns, each with a single Title I school, often found school councils to be valuable but were unable to get parents to drive 15 to 20 miles to attend district meetings. Small districts with two Title I schools in the same town, often found district councils worked well, but that school councils seemed somewhat superfluous. And, of course, some districts will eliminate councils altogether. Therefore, the changes that occur at the local level will reflect individual circumstances. The solutions will be based on decisionmaking at the district, but the states may be called upon to help LEAs find solutions to meet individual needs.

With respect to changes in activity at the state level, some states felt that the amount of time state staff will devote to parent involvement would diminish. Others felt that the state role would become stronger because the state would now be responsible for informing the districts of viable options for parent involvement. Another way in which it was felt the state role might become stronger was in the area of application approval. States must assure to their satisfaction that local programs have been designed and implemented in consultation with parents. Making this determination may require substantial effort. As one state said, "We will now have to ask for and examine the specific kinds of parent involvement conducted at the LEA."

Will there be Problems with Continuing Parent Involvement Activities?

Six states that do plan to continue parent involvement anticipate that there may be problems in carrying out these activities. Three of these states felt that diminished funds will make it difficult for them. Another felt that problems will arise from the definition of "consultation" that is required in the law. Two other states anticipating problems felt they may arise from misconceptions people have about the nature of parent involvement in the new law. As discussed in Part I of this module, the specific prescriptions regarding parent advisory councils are gone from Chapter 1, but the new requirements for parent consultation are stronger than in the Title I law. These states feared that the removal of the council provisions has led some groups to assume that parent involvement is no longer an important feature in the legislation. One mentioned that some parent advocates may react negatively; they were given power and clout through the councils and will definitely push to continue as an active governing presence in the schools. The other mentioned that some state and district staff may view the new law as an opportunity to do away with parent involvement in any form, simply because councils are no longer required.

To summarize, the law requires that parent involvement at the local level continue. Approximately two-thirds of the states plan either to encourage parent involvement in their LEAs or to take an active role in ascertaining whether or not the LEAs are consulting with parents. It therefore seems appropriate to provide states with a selection of creative ideas and practices regarding parent involvement that have been used successfully in the past. Those states planning to take an active role may find ideas for how to organize their activities. Others may find it useful to pass along these ideas to their districts. Since parent involvement will continue, it is wise to learn from the successes of the past. The next section of this module describes some of these successes.

III. Examples of Parent Involvement Materials and Practices

Parent involvement can take many forms. The array of materials the State Management Practices Study received from states on the topic of parent involvement reflects this fact. All states were asked to submit materials, and the vast majority of states submitted documents related to parent involvement. The documents received from the states were augmented with materials collected during the onsite visits to 20 states, and by documents requested as the result of discussions during the telephone interviews. The examples presented in this module were selected from this collection. It is important to recognize that the collection of materials from which these examples are drawn is not exhaustive, but the examples that follow are representative of some of the more creative practices in use.

Readers may feel that there are examples of similar, and perhaps better, practices from their states that have not been included. It is possible that some materials were overlooked or omitted. We feel that the examples presented in this module are representative of some of the more creative and useful materials we received. These examples are presented here, in the hope that they will provide useful ideas and strategies for states to use in encouraging parent involvement, or for states to offer to LEAs.

All of these ideas were developed to address parent involvement as stipulated under Title I. As discussed earlier, those provisions have been changed under Chapter 1. However, the basic intent of the law remains unchanged and approaches developed under Title I may be appropriate with only minor modifications for Chapter 1 programs.

The examples that follow are divided into two basic categories and several subcategories within each. The outline for the remainder of this module follows.

A. Forms of Parent Involvement

   1. General tips on how to involve parents
   2. Involving parents at home
   3. Involving parents at school
   4. Involving parents through councils
   5. Parents' role in the design and implementation of programs

B. Methods of Providing Information to Parents and Staff on Parent Involvement

   1. Handbooks
   2. Newsletters
   3. Workshops and Meetings
   4. Audio-Visual Materials
   5. Resource Centers
   6. Parent-Teacher Conferences, Home Visits, and Informational Notices Sent Home with Children

A. Forms of Parent Involvement

1. General Tips on How to Involve Parents

Many states have produced lists, brief papers, and handbooks that contain suggestions on how to successfully involve parents in the program. Prior to Chapter 1, many of these materials were directed at increasing attendance and participation at school and district advisory council meetings. Many of these strategies can apply to parent involvement generally. Among the ideas which were offered were the following:

- Schedule meetings with parents at convenient times and places. For example, hold meetings on weekdays when children are in school or during evenings so working parents may attend. Meeting locations can be changed to accommodate parents living in different neighborhoods, or meetings can be scheduled in conjunction with other meetings, for example after PTA meetings.
- Notify parents about upcoming events, meetings, etc. early and, if possible, personally with a telephone call.
- Provide transportation to events. Car pools can be arranged or parents can be reimbursed for mileage to meetings or conferences. In this regard a special note of praise and sympathy goes out to Alaska. Alaska reports that in the past, in order to obtain attendance at district council meetings, it was occasionally necessary to fly parents to the meeetings and pay for overnight lodging. It worked, but was very expensive.
- Arrange for child care so parents can attend school events. Child care can be provided at the schools. Swaps can be arranged or child care expenses can be reimbursed.
- Refreshments, Meals, or Entertainment can be provided.

The first example that follows this section of general tips for increasing parent involvement was developed by Georgia. It is essentially a potpourri list of constructive ideas designed to be disseminated to Title I staff. Following is a parent survey developed by Wisconsin. This was designed to be sent out to all Title I parents to identify their interests and possible modes of future involvement in the program. Following this a portion of the Oregon Title I handbook is presented which addresses the topic of "How can we tell our future members and our communities about Title I activities?" This document gives advice on using newspapers, newsletters, handbooks, slide tapes, and speaker's bureaus.

To recap, the examples which follow are:

Page

a. 40 Ways to Increase Home-School Cooperation, Georgia 15
b. Parent Interest Survey, Wisconsin 17
c. How Can We Tell Our Future Members and Our Communities About Title I Activities?, Oregon 19

Exhibit A-1a. Georgia Parent Involvement Material (page 1 of 2)

40 WAYS TO INCREASE HOME-SCHOOL COOPERATION

1. Create a "How Parents Can Help" handbook which gives practical suggestions for home activities such as making out grocery lists, nature walks, etc.
2. Invite a few parents to a coffee hour with the principal. Hold it at the home of a PTA leader.
3. Vary the times for Open Houses. Hold some in the afternoon, some at night.
4. Invite several parents to sample the school lunch once a month. Seat them with the principal, a teacher, and several randomly selected students.
5. Hold a "Senior Citizen Day" at the school, inviting grandparents and other older friends of the school. Provide transportation.
6. Invite new teachers and new parents to a tour of the district. Cover points of interest, local churches, facilities available in the area, places that could be used for field trips, boundaries of attendance area.
7. Arrange athletic and academic contests between parents and students and teachers.
8. Send home "Happy-Grams"--good news notes about accomplishments and achievements.
9. Use parents as field trip helpers and observers. Make progress charts-one at school for the teacher and one at home for the child and parent.
10. Set goals for each child and send home notes that parents must sign and return.
11. Have children prepare a luncheon for parents, teachers, and themselves. Send hand written invitation.
12. Start "Saturday Clubs" to provide enrichment programs, film showings, family recreational activities, etc. at the school.
13. Set up projects where children bring things from home.
14. Make it possible for teachers to make home visits at least occasionally.
15. Have students interview their parents about how life has improved since their childhood.
16. Recruit parents to spend an hour or two each week helping in their child's classroom.
17. Establish a classroom speaker's bureau with parents or relatives of children sharing their experiences, hobbies, job information, etc.
18. Have students conduct a survey of parents to evaluate the school and collect ideas for improvement. Distribute the survey results to all parents.
19. Use parent volunteers as tutors for students having difficulty.
20. Ask parents to assist in special clinics, the library, or counseling area.
21. Establish a homework hotline for parents to check on nightly assignments.
22. Hold high school department seminars for parents to help them help their children gain the most out of particular course offerings.
23. Establish regular visitation days for observation of classes.
24. Advise parents of the teacher's conference periods or other best times to reach the teacher.

25. Assign homework that requires parental input and participation.

26. Advertise one evening a week when parents or students can telephone the principal to ask questions or discuss problems.

27. Help parents who are non-readers to prepare their children to learn to read.

28. Encourage parents to praise their child's successes.

29. Occasionally ask the child to have parents call the teachers, rather than have the teacher contact the parents.

30. Set up an idea exchange in the school newsletter. Ask parents to send in ideas. Then, in a later issue of the paper, publish the ideas and how they were used.

31. Take note of the fact that more fathers are participating in PTA. Be sure to include fathers in all school communications.

32. Involve parents in discussions about junior high school while their children are still in elementary school. Do the same for junior high parents before their children reach senior high.

33. Establish a Home-School Cooperation Committee. Exchange reports with other schools.

34. Urge teacher training institutions to place more importance on home-school cooperation in their teacher education programs.

35. Conduct surveys and provide parents with research on such things as average hours of sleep per night by grade, average hours devoted to homework, television viewing, etc.

36. Have parents contact colleges with suggestions for potential teachers.

37. Seek out the parents who never participate. Sometimes this parent feels inadequate or timid and simply needs to be encouraged and needed.

38. Hold staff workshops on communications skills with a special focus on parents.

39. Be sure that teachers are represented and recognized at PTA or other parent group meetings.

40. Use this list of forty ideas as a discussion guide to develop forty more ideas for increasing home school cooperation.

Exhibit A-1b. Wisconsin Parent Involvement Material (page 1 of 1)

TITLE I

PARENT INTEREST SURVEY

Name_____ Phone _____

Address_____

We are asking for your help in order to enrich and enlarge your child's program at school?

Do you have a hobby to share?_____ Please specify._____

Do you have talent you are willing to share? (cooking, sewing, woodwork, music, art, dramatics, other?) What?_____

Do you have an occupation or an association with a local business or industry of interest to children?_____ If yes, please specify._____

_____

Would you be interested in helping with any of the following. If so, please check.

_____ telephoning	_____ typing	_____ bulletin boards
_____ making Parent Advisory Council materials (tracing kits, arts & crafts, etc.)	_____ chaperoning on field trips	_____ hostess a home coffee
	_____ writing or planning a periodic newsletter	_____ clerical work
		_____ other (specify)

_____

Do you have some ideas of ways you'd like to become more involved in such a school program?_____

What time would you be able to be with us? Please check.

_____ before school	_____ noon	_____ other
_____ morning	_____ afternoon	_____ after school

What times would you need a babysitter, if at all?_____

Are there others in your family or neighborhood who would be interested in this program?_____ If yes, please specify._____

RMF 99808

HOW CAN WE TELL OUR FUTURE MEMBERS AND OUR COMMUNITIES ABOUT TITLE I ACTIVITIES?

Your PAC is already mailing or sending home bright, cheerful materials to keep parents informed and involved. Let's turn to newspapers, newsletters, handbocks, slide tapes, and speaker's bureaus.

Newspapers

Almost any newspaper publicity about Title I programs and the PAC is useful. It educates both the parents and every taxpayer in the area. Generally, an attractive picture brings more attention for your activity than anything else. For this reason, most PACs select a publicity person who has ready access to a polaroid camera and who is available to take pictures during school hours.

Although PACs vary in organization and methods, each PAC should have one person who is in charge of publicity. That person directs the whole effort to let the world know about Title I and the PAC. The publicity person should be contacted about every event, meeting, and activity, just as soon as the plans for

them are firm. He or she will decide whether the event can get space in the local newspaper or community press.

Then, it is the publicity person's job to contact the papers to see what reporting or photographic services they provide and to find out what deadlines they have. In cases where the school district has a public relations department, the department should have this information or volunteer to process your story for the papers. Most newspapers will rewrite or shorten the stories you bring them, but, even so, the publicity person should plan to present them with a clean copy, written in a clear manner.

There is only one rule about newspaper publicity: try to get the newspapers to print your story if you have something interesting to say. The community would consider many ordinary PAC activities interesting. For example, they would be interested in hearing about public programs, guest speakers, student contests and awards, fund-raising, and parent volunteer activities. The publicity person for your PAC should turn in his story well ahead of the deadlines. Follow-up information should include a human interest picture and its brief, clear caption.

Truly, there isn't any mystery about publicity work. Any PAC member who can take a polaroid picture and write a clear letter to a friend can do the job. It's a very important job, yet it can be done by attending meetings and doing an hour or so of follow-up. (See samples, pages 133 and 134.)

Newsletters

Newsletters are the best way to build sturdy bridges between the school and the home. They can be long or short, as long as they appear on a regular basis. When they are written in simple and direct language and are up to date and newsy, they let the parents know all those little things the kids forget to mention. Newsletters allow the parents to feel involved, even before they are in actual contact with the school. And parents feel good when they are informed about everyday things, not just tax elections and discipline!

Title I and PAC news may be included in a regular newsletter for the whole school. If the program is very large, the Title I-PAC news may justify putting out a separate sheet or two each month. Typical Title I news would tell about the numbers of incoming students, "graduates," and Title I budgets. It could explain testing of students, field trips, and special projects. The PAC chairperson, Title I staff, or the principal can write "editorials" on things they feel strongly about.

Title I kids' comments about the program are always interesting, and so are their creative writing efforts. Personality "profiles" of staff, parents, or PAC members help people get to know each other better.

Newsletters can be used to get the PAC's work done. The calendars and announcements can be carried there. So can listings of volunteer openings for parents (with tear-off

forms included). A brief re-cap of the last meeting should be printed in the newsletter. The newsletter is a natural way to get the needs assessment in the homes, and parents who are regular readers will probably take the time to fill in the needs assessment form.

All ideas and information for the newsletter can be called in to one key person in the PAC. Some schools use a box in the office to collect newsletter materials. Too often, though, people forget to turn in their news and the editor has to call on them. Unfair! That person already has to edit what is provided, write the headlines and captions, and turn in the clean copy to the administration. After the newsletter is run off, it is usually distributed to the children who bring it home. (See samples, pages 135, 137, and 142.)

Handbooks

A sturdy handbook, which contains the names and phone numbers of staff and PAC members, will find a place by the phone in many students' homes. (See samples, pages 144 and 152.)

Parents are glad to receive a school handbook with the basic information about the school. Staff names and rooms, the school map and phone numbers, the school calendar, the PAC schedule, PAC members' names and phone numbers, and the school's regulations can all be included in the handbook. If the school has a philosophy of its own or has special programs

(including Title I) to meet student needs, they should be described clearly. Parent groups can be featured, along with a listing of volunteer opportunities.

Handbooks come in all sizes, shapes, and colors. A convenient size is the standard 8½ by 11 inch sheet, folded in half. Just remember that you are creating a handbook, not a volume which explains everything to everyone for all time. When your handbook is so large that you absolutely need a table of contents, after eight or 10 pages, it is getting too long. Once it loses its convenience, it may get lost with the newspapers and magazines.

Slide-Tapes

There is a set of film strips and tapes which are commonly used in our area. However, they cannot tell the story of your individual PAC as well as a slide-tape presentation that your PAC makes itself. The surprising thing is that it isn't hard to make a good slide-tape program. It can be done as a fun-type "working" workshop or as a process, spread over a few months.

To do this as a workshop, you will need to have a good supply of attractive slides on hand. Do you have a PAC member who is a camera buff and will take slide pictures at your PAC meetings and during school hours? You will need about 30 slides altogether. They may center around a day in the life of Title I at your school, the whole year's activities, or a special occasion, such as an awards night for the

children. The slides should be bright in color and show typical kids, parents, and staff people working together. If your group has a stock of slides, you may have difficulty choosing a single subject; then, you'll end up making three or four presentations. Otherwise, you must plan your picture taking carefully.

The first step is to decide what part of your Title I story you want to tell. Do you want to show children working at the different types of projects going on in your school? Do you want to show last year's events in the life of your PAC? How about all the jobs the PAC parents perform around the school? Remember that you can't cover everything in one program of 30 or so pictures.

Write brief paragraphs for the pictures you will want to show. If you have a supply of pictures, you can match them as you go along. In cases where you don't have a picture that shows what you want to tell, draw a stick-figure sketch which carries your message.

Write a schedule for the person who will take the pictures. With good planning, he should be able to get them all in one morning or afternoon.

Work together in small groups to do the editing. See if the paragraph you have written and the picture are truly matched. If not, either write the "blurb" again or consider getting another picture. Let the person who has the best handwriting or printing do the lettering for titles and

for the slides which give the credits (who took the pictures, who wrote the blurbs, who did the organizing, etc.) on bright construction paper. Then take clear photos of them.

Making the tape sounds like a complicated process. It isn't. The background chatter and racket of school lockers and moving youngsters makes a good introduction and closing. In between, all you have to do is record each blurb, separating them by some gentle sound that tells the person working the projector to show the next slide.

Three people working in a quiet, carpeted area should be able to make the tape in a short time. First, practice until you get the desired sound. Then fix the mike in place. Let one person work the recorder, the second ring the bell or make the sound that separates slides, and the third person read the text in a clear, slow, and mellow manner. Do one blurb at a time. The operator pushes "Record" and the speaker reads the blurb; then the change signal sounds, and the operator pushes "Stop." Don't hurry. If you make a mistake, you can always erase and begin again.

If this sounds too complex for this year, don't do it. Wait until you are ready. However, if there are any camera nuts in your group, or if your school has a good audio-visual department which can give advice, the whole project may be simply done. Even when complete amateurs do the whole process, it goes quickly. And those involved enjoy working together and are proud of their work.

The job will be easier if you use good equipment. If all shots are planned to be within a 10 foot range, an Instamatic type camera will work well. If shots are to include both close-ups and distance views, get a volunteer with a 35mm camera to take the pictures. Similarly, though a cassette recorder will work adequately for small group meetings, a reel to reel recorder will sound better in large rooms.

Keep your tapes to about 10 minutes long. Neither the audience nor the PAC members who made it will be worn out

that way. Over the years, you will use a good slide-tape again and again. Neighboring PACs will want to borrow your tape. Let them see how it works. It is good advertising for you and for them!

Speaker's Bureaus

Having a slide-tape presentation makes speaking before groups in your community easy. Every group--unions, churches, other school organizations, YW and YMCAs, Lions Clubs, and others--needs a guest speaker now and then. Sometimes local libraries invite or allow speakers to make presentations to the general public. The more you can talk to the people in your community about your program, the more people you will get supporting it and participating in it.

Your publicity person should make it known (by phone or by letter) to as many clubs and organizations possible, that you want to tell the Title I story to everyone. If you are asked to speak and you have a slide tape, your group can send one member to introduce the tape, run it, and answer questions.

Even if you do not have a slide-tape, you can make a presentation to clubs in your area, simply by setting up a speaker's bureau. To set up a bureau, three or four members of your PAC give their names to the publicity person and tell him or her those areas that they feel comfortable talking about. One person may want to talk about how needs assessment is accomplished; another may want to discuss the

role and structure of the PAC; still another may want to talk about how kids are helped by Title I. You should have at least one person, who is pretty familiar with all aspects of the program, speak to groups who want an "overview" of your school's Title I projects. A speaker's bureau is really just a list of volunteers who are willing to talk to small groups about the Title I program.

When the opportunity for a speaking engagement comes up, the publicity person will match the needs or desires of the club or organization making the request with a volunteer.

For those whose hands shake and knees quake when you find yourself standing in front of a group of strangers, it is good to remember that people like speakers who are casual. We all tend to get sleepy listening to stiff, formal people drone on about statistics. Just be enthusiastic about your program and you will do well, no matter how scared you are!

The next pages include the following samples:

1. Article, Silverton Appeal-Tribune - Mt. Angel News
2. Article, Citizen's Newspaper, Damascus, OR, Nov. 24 '76
3. John Ball School PAC/Title I newsletter, March 1977
4. Chipper's Chatter, Cottage Grove newsletter
5. Two pages from Parkrose Knott School newsletter, March 1977
6. South Lane Handbook, 1976-77
7. Salem School District Handbook, 1976-77

2. Involving Parents at Home

Involving parents at home in their children's education is a major objective of many states and local programs. Some truly exemplary material has been produced on the topic. The amount of material produced in some instances is so voluminous that it is not possible to reproduce it here. The most noteworthy example in this regard is a publication produced by the Colorado State Department of Education entitled Parent Involvement Activities and Projects: A Resource Book for Reading Teachers. This three-ring binder is available from the Colorado Department of Education at a cost of $17.50. The first example, which follows in this section is from the Table of Contents of a Colorado publication,: Chapter 1 Office, Colorado Department of Education, State Office Building, 201 E. Colfax, Denver, CO 80203. As shown, this is an extremely rich publication. The examples are numerous and well presented. For example, Appendix 37 on Read Aloud Books for children contains the following categories of children's books: Animals, Animals as People-Everyday Experiences, Animal Fantasies-Talking Animals, Fantasy, Folk Stories and Stories in Folktale style, Children and their Fantasies, Fun with Language, Humor, Rhyming Stories, Historical Fiction, Non-fiction, Poetry, and Picture Books for Older Children and Adults. To give an idea of the specific content, the subsection on parent-child activity calendars is presented following the Table of Contents.

The next exhibit was produced by the Kentucky Department of Education, is entitled Parents are Reading Teachers Too! It takes a unique approach by focusing on early childhood development. This document contains strategies for parents to use with children from infancy to age six. The cover, Table of Contents, and five pages of text are presented here.

The next two examples come from handbooks prepared in New York and South Dakota-Montana. The covers and selected pages of text are presented. The New York example was prepared by Cleveland Hill Schools and provides some general tips and checklists for parents. The South Dakota-Montana example describes ways parents can foster children's sensing abilities (touching, seeing, hearing, etc.).

Following this, Hawaii's unique Family Goal program is described. The parent and teacher logs used to track progress are included. The West Virginia document for Reading teachers is reproduced next. This document contains reading games teachers can photocopy and send home. The cover, instructions, and first three pages appear in the exhibit.

Several states sent us a Parent Report Card, originally developed by the Fresno, California LEA. It is reproduced here. Ideas on using the newspaper to stimulate learning were also sent to us by several states. An example from Pennsylvania is presented.

In summary, the examples which follow are from:

		Page
a.	Parent Involvement Activities and Projects, Colorado	31
b.	Parents are Reading Teachers Too!, Kentucky	45
c.	Kid's Stuff: Reading and Language Experiences, Cleveland Hills Schools, New York	53
d.	Title I Parent Involvement Activities, South Dakota/Montana	59
e.	Family Goal Program, Hawaii	67
f.	West Virginia Title I Reader, West Virginia	75
g.	Report Card for Parents, Fresno, California	81
h.	Super Summer: Using the Newspaper, Parents and Children Can Learn Together, Pennsylvania	83

Exhibit A-2a. Colorado Parent Involvement Material (page 1 of 6)

PARENT INVOLVEMENT ACTIVITIES AND PROJECTS

A Resource Book for Reading Teachers

---

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CONTENTS

INTRODUCTION 3

VIEWS ON PARENT INVOLVEMENT. 9

1. SCHOOL-HOME COMMUNICATION

a. Home Visits. 14

b. Individual Letter. 16

c. Open House 17

d. Parent Visitation Day(s) 19

e. Happy Gram 20

f. Good News Call 21

g. Special Occasion Cards 22

h. Grandparents' Day. 23

i. Note from a V.I.P. 24

j. Newsletter 25

Appendices

#1 Home Visit Sample Letter 26
#2 Home Visit Plan. 27
#3 Home Visit Report. 28
#4 Sample Introductory Letters. 29
#5 Open House Poster Contest. 34
#6 Take Home Praise Samples 35
#7 Newsletter 37

2. PARENT/CHILD ACTIVITY CALENDARS

a. Activity Calendar:
What Did We Do Together Today? 39

b. Reading Calendar 39

c. Things To Do and Read. 40

d. Places to Go Calendar. 41

e. Holiday Reading Calendar 42

f. Vacation Activity Book 42

Appendices

#8 Activity Calendar. 43
#9 Calendar Illustration. 44
#10 Sample Calendar Page 45
#11 Holiday Reading Calendars. 46
#12 Sample Vacation Activity Book Pages. 53

3. PARENTS AS TEACHERS

a. Tips for Parents 57

b. Send-Home Activities for Parent/ Child Interaction. 59

c. Workshops on Parents as Teachers 61

d. Parent Involvement Conference. 65

e. Courses or Seminars for Parents. 68

Appendices

#13 Reading: How the Parent Can Help. 73
#14 Publications on Reading for Parents. 76
#15 Educational Toy List for Parents 78
#16 Children's Magazines and Book Clubs. 82
#17 Sample Open-ended Gameboard. 91
#18 STEP Program Overview. 92

4. PARENTS/COMMUNITY MEMBERS AS RESOURCE PERSONS

a. Field Trips to Visit Parents 93

b. Parents/Community Resource Persons 94

Appendix

#19 Using Parents and Community Resource Persons to Enrich Children's Learning. . . . 95
Resource Person Inventory. 96

5. INVOLVING PARENTS IN THE CLASSROOM

a. Volunteers in the Reading Resource Room or Lab . 97

b. The Cooperative Program. 99

c. "Fixing Up" the Reading Room or Lab. 100

6. SETTING UP A HOME LEARNING LENDING LIBRARY OR A PARENT ROOM

a. Lending Library of Books, Games, and Toys for Home Learning. 103

b. Family Room. 105

Appendices

#20 Job Description Family Room Aide 107
#21 Family Room Evaluation 109

7. IDEAS AND FORMATS FOR PARENT MEETINGS

a. Approaches for Parent Meetings 112

b. Programs for Parent Meetings 113

c. Successful Meetings. 115

(1) Open House Harvest Festival 116
(2) Halloween Breakfast 116
(3) Parent Luncheon 117
(4) Taco Supper 118
(5) Super Sandwich Supper and Game Making Workshop 119
(6) Game Night for Parents. 120
(7) A Christmas Craft Party 121
(8) Reading Carnival. 121
(9) Potluck and Plays 122
(10) Picnic and Balloon Lift 123
(11) Ice Cream Social and Award Night. 123

Appendices

#22 Puppet Patterns. 124
#23 Sample Invitations 126

8. READING, RECIPES, AND COOKING

a. Title I Favorite Recipes Cookbook. 128

b. No-Bake Cookie Cookbook. 130

c. Resources for Cooking Projects 131

Appendix

#24 Title I Cookbook Recipe Collection Form. . .134

9. READING/SEWING PROJECTS

a. Pet Projects 135

b. Library Bags 136

c. Story Aprons 137

d. Reading Shirt Project. 138

10. READING INCENTIVE ACTIVITIES AND PROJECTS

a. Reading Recipes to Send Home 139

b. Book Awareness 141

c. Summer Reading and Activity Packet 142

d. Read a Lot -- Win a Book 143

e. Reading is Fundamental Reading Motivation Program 147

f. Reading Motivation Programs: March of Dimes Reading Olympics and MS Read-a-Thon. 149

g. Book Swap. 151

h. Book Fair. 151

i. A Meet-the-Author Program. 152

j. Bookworm Individualized Reading Program. 153

k. Reading Contests and Marathons 155

l. Bookmates. 158

m. Contracts as Reading Incentives. 159

n. Listen and Read. 160

o. Newspapers 162

p. Book Karate. 167

q. Reading Clubs. 170

r. Storytelling 171

(1) Storytelling for Parents. 172
(2) A Storytelling Program: Bringing in a Storyteller 174

s. Puppetry 176

t. Young Author/Parent Interchange. 178

u. Reading Aloud. 179

v. Book Talks: Children's Literature for Parents. .182

w. Books Plus Activity Programs 184

x. Book Parties 190

Appendices

#25 Reading Contract Samples, Certificate, and Bookmark 196
#26 My Reading Record. 203
#27 P.A.C.E.R. Project Letter. 204
P.A.C.E.R. Project Contract. 205
#28 Listen and Read Activities Center Letter . .206
#29 Parent Guide for Cassette and Taped Books. .207
#30 Robin's World. 208
#31 Book Karate. 209
#32 Storytelling Bibliography. 210
#33 Puppet Samples 213
#34 Instructions for Building Puppet Booth . . .218
#35 Story Starters 223
#36 Read-Aloud Parent Child Brochure 224
#37 Read-Aloud Books for Children. 231
#38 Bilingual English/Spanish Bibliography . . .237

11. TELEVISION

a. The Influence of Television 240

b. T.V. Awareness Workshop. 244

c. Positive Instructional Uses of Television. . . .246

(1) Teachers' Guide to Television The Parent Participation T.V. Workshop. .246
(2) T.V. Comprehension Program 246
(3) Capital Cities Television Reading Program .247
(4) CBS Television Reading Program. 248
(5) Prime Time School Television. 248

Appendix

#39 T.V. Workshop Handouts 249

12. REWARDING PARENTS FOR THEIR INVOLVEMENT

a. Positive Feedback. 256

b. Thank You Letters and Acknowledgments. 256

c. Parent Day 256

d. Recognition Certificate. 256

Appendix

#40 Parent Recognition Certificate 257

2. PARENT/CHILD ACTIVITY CALENDARS

a. Activity Calendar: What Did We Do Together Today?

This is an open-ended calendar for each month which can be given to a parent. Suggestions for parents can be written along the sides and bottom. For example, activities might include "listened to child tell a story," "took child to library," and "read a magazine article together." This focuses the parent's attention on the importance of doing things with the child. (See Appendix 8)

b. Reading Calendar

Each month, the child starts a new "reading" calendar. S/he sets a goal as to how many minutes s/he will read daily. The child records the actual amount of time spent reading each day on the calendar. (See Appendix 9) This focuses the parent's and the child's attention on how much actual reading is done at home and helps to establish a daily reading habit. If the goal is not met at the end of the month, the child and parent could discuss the following possibilities:

- maybe too much time is spent watching television
- the selections might have been too difficult
- special time could be planned just for reading
- parent and child could read together
- child could choose selections of special interest to him
- perhaps the goal was too high

After discussion, a new calendar is started with any changes decided by the child.

c. Things To Do and Read

Prepare a monthly calendar for parents suggesting activities they might do each day with their children to reinforce learning in school. The calendar for the whole year can be prepared in advance and given to parents in September, or a calendar for each month can be prepared and sent home with the child a few days before the end of each month.

Resources

Fuzzy's Fun Calendar has been developed especially for parents by the Dallas Independent School District, Dallas, Texas. It contains a variety of ideas for games to play, places to go, books to read, and things to do using a monthly calendar format, with one suggestion for each day, and photographs of children. One side of the page is in English and the other in Spanish. The calendar announces parent advisory and school board meetings, as well as suggests many fun and creative activities, ranging from "Send fun telegrams to your child by cutting and pasting words from magazines to make messages" (October 10); to "National Popcorn Week. Pop a batch of popcorn--so yummy in the tummy" (October 24); or "Finger Paints: 3 Tbsp. sugar, 1/2 cup cornstarch, 2 cups cold water, food coloring. Mix the first two ingredients and then add the water. Cook over low heat, stirring constantly until well blended" (November 27); "Have child make wrapping paper by finger painting designs on paper " (November 28).

While this calendar could not be used in other school districts, it can be used as a source of ideas for creating a calendar. The Title I program in the Jefferson County, Colorado schools created a calendar, International Year of the Child (1979-80) using the Dallas calendar as a resource. (See Appendix 10 for a sample page.)

A Calendar of Home/School Activities by JoAnne Patricia Brosnahan and Barbara Walters Milne (Goodyear Publishing Company, 1978) contains reproducible activities for primary grade children which the teacher can send home. Part One deals with motivational ideas and simple reading activities. Part Two contains activities for each month. A few of the monthly topics are metrics, basic food groups, and plants. Part Three contains arts and crafts activities.

d. Places-To-Go Calendar

The idea of a *Places-To-Go Calendar* is to increase awareness of local events, places to go and enriching experiences designed for the whole family. A parent volunteer can do the compilation, typing and reproduction. The editor or compiler subscribes to local events calendars and the weekend section of the local newspaper. These are used to make the school calendar. Compilers look for those events and places that supplement, not duplicate, the work of the school. All events are listed with necessary information such as addresses, phone numbers and prices. Arranged in easy-to-read calendar format, this is useful for all grade levels. The calendar can be distributed separately or as part of a newsletter.

To involve children in constructing a calendar, parents could agree to take one or more children to an event or place and parents could assist the children in writing up their findings using a standard format. The calendar could be divided into fall, winter, spring, and summer.

Resources

As Kids See Denver '79 is an extensive guidebook describing over 100 "fun things to do" in Denver. It contains information on tours, visitor hours, and costs. The guidebook was written by fourth grade students at Dennison Elementary School in Jefferson County, Colorado. It contains seven categories of things to do: (1) Historic sites and museums, (2) Animals and Nature (animals, botanic gardens, mines, parks, planetarium, scenic wonders), (3) Restaurants, (4) Transportation and Communication (communication museum, elevator ride, train ride, transportation museum, radio, newspapers), (5) Amusement and Recreation (amusement parks, sports centers, theaters), (6) Business and Organizations, and (7) Public Service (recreation classes, clubs, courts, library, police). Pictures of each student author are included.

e. Holiday Reading Calendar

The excitement of an approaching holiday offers an opportunity for enticing the student into pleasurable reading activities. The holiday calendar provides a motivational approach for reinforcement of specific skills and for recommended reading selections. (For a sample and a description of how to construct two holiday calendars, see Appendix 11.)

f. Vacation Activity Book

To keep students involved with learning activities during Christmas vacation, on spring break, or during the summer months, a *Vacation Activity Book* might be the answer.

These "things to do" booklets should include a variety of activities incorporating reading, math, and arts and crafts. The activities should require only simple materials found in the home. Many of these will be starters to give children ideas for developing even more activities. Some suggestions might include how to make a pet rock, several riddles to try on a friend, word search puzzle, math tricks, how to make a mobile, and books that fit the season. For sample pages from a Christmas booklet, see Appendix 12.

ACTIVITY CALENDAR

MONTH _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

We talked together

We played a game together

We learned something new together

We read together

We went somewhere together

WHAT DID WE DO TOGETHER TODAY?

We visited a friend together

Exhibit A-2a. (cont.) (page 6 of 7)

CALENDAR ILLUSTRATION

Reading Calendar

Goal ☐ minutes

MONTH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes
Today I read ☐ minutes	Today I read ☐ minutes	Today I read ☐ minutes				

Book of Month Selections

1. 3.
2. 4.

TOTAL READING TIME ☐

1979 SEPTEMBER 1979

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				Decide on a time and a place where your child can study and read each day.		1 Help child make puppets to act out a story he or she has heard or read. Use socks, paper bags or felt
2 Encourage your child to save some of his allowance or money he gets as gifts. Open a bank account	3 LABOR DAY	4 PARENT ADVISORY COUNCIL	5	6 CONTACT TIME	7 P.A.C. MEETING Edgewater 7:45 - 8:30 a.m.	8 Parents need to set the example. Do your children see you reading and enjoying newspapers, magazines and books?
9	10 Encourage your child to make full use of the senses — especially in the world of nature. Observe animals, insects, plants, sky	11 P.A.C. MEETING Foster 11:45 .	12 P.A.C. MEETING Eiber 3:00 - 4:00	13	14 Use the newspaper and have child see how many compound words he can find and circle. Example manman butterfly	15
16 Read food advertisements in the newspaper. Together decide which items need to be purchased to provide main food courses for a week	17	18 P.A.C. MEETING Lumberg 2:15	19	20 Study flower arrangement in books and magazines and make a scrapbook of clever ideas. Visit flower displays at your local florist	21	22 Help child practice record-keeping activities. Keep track of how much time child devotes to homework weekly. Record hours of sleep child gets nightly
23 Cut out comic ... have child ...	24 Let your child help you take care of the house plants	25 ☆	26 Plan a visit to your nearest library. Introduce yourself	27	28 Together with child learn to identify year and model of automobiles. Start with the	29

Exhibit A-2b. Kentucky Parent Involvement Material (page 1 of 7)

Parents Are Reading Teachers Too!

Kentucky Department of Education
James B. Graham, Superintendent

Table of Contents

Philosophy vii
Early Childhood 1
Readiness for Learning Starts at Home 1
Learning Through the Five Senses 2
Provide Your Infant the Chance to Investigate and Explore 3
Play With a Purpose 6
Developing Physical Abilities 6
Discovering the World and Stimulating Imagination 7
Learning to Listen 10
Learning to See 14
Building Language 15
Developing Concepts 17
The Kindergarten Child 21
Helps in Developing Maturity 21
School Days – Beginning First Grade 25
Family Reading – A Plexant Plan to Read 26
A Final Word 28
Bibliography 31
Children's Books and Magazines 31
For Young Children 31
For the Older Child 32
For Parents and Teachers 32

EARLY CHILDHOOD

HOW PARENTS CAN HELP

READINESS FOR LEARNING STARTS AT HOME

Your young child deserves all the rich and varied experiences that you can provide to encourage him/her to do what he/she is now old enough to do. These experiences lead naturally in the direction of skill development basic to his success in school.

A child must be able to hear and say words well in order to read words well. He must be able to see likenesses and differences around him before he is able to see them on the printed page. He must be able to listen and follow simple directions. He should have an understanding of concepts such as:

top - bottom

up - down

front - back

left - right

in - out

over - under

He should be able to handle small objects such as pencils, crayons, puzzles, and scissors. He should be able to get along with children and adults. He should have a good feeling about himself, other people, and about learning.

These skills will help your child to be ready to read but there is no certain age for a child to begin reading, just as there is no set time for cutting the first tooth. You can do much in the home to prepare your child for a successful school experience. Without these skills, your child may be "years behind" when he starts to school.

LEARNING THROUGH THE FIVE SENSES

Surround your baby with things which stimulate mental growth and physical coordination such as:

brightly colored objects
mobiles
rattlers
musical crib toys
colorful wall decorations

All sensory experiences (touching, hearing, smelling, tasting and seeing) play an important part in your child's development. Encourage your child to touch, feel, and look at objects of different shapes, sizes, color, and textures.

Make your child aware of different sounds that he hears and encourage him to imitate sounds and words, to babble, to coo, and to say words.

Play is a child's work. In playing with your child, help him to turn over, reach for toys, crawl, pull up and stand. Help your child to discover his fingers and toes by playing games such as "Patty Cake," "This Little Piggy Went to Market," and other games.

PROVIDE YOUR INFANT THE CHANCE TO INVESTIGATE AND EXPLORE

Give your child the opportunity to explore. The home is the natural setting for developing and exploring language. As parents, you can help your child in the following ways:

...Include the child in family conversation while working, dining, playing, and watching TV. It is important to make your child feel that he is a part of the family.

...Listen to your child when he has something to say. Focus your attention on him. Don't put him off until later. Encourage your child to talk-talk-talk about his experiences and to ask questions. Do not hurry his talking and do not correct his speech while he is expressing an idea.

...Teach your child songs, nursery rhymes, riddles, and word games. These things build a sense of rhythm that can help him repeat and remember.

...Read and tell stories to your child and listen to him re-tell stories.

...Use everyday experiences such as a trip to the grocery to point out words on cans, boxes, and jars. Stop, examine things, and talk about them.

...Make games from materials that are of assorted sizes, shapes and colors - cardboard boxes, spools, buttons, lumber scraps, magazines, and paper bags.

...Give simple directions and see if the child can understand and follow them. Begin with easy directions such as, "John, will you please close the door," then increase the

directions from one step to two and three step directions, such as, "Johnny, close the door, turn out the light, and go to bed."

...Give small responsibilities at home so he feels useful and helpful. Teach him

to pick up toys,

to hang up clothes, and

to empty waste cans.

...Set aside a special place for your child's activities. Have some materials (such as paper, crayons, paste, chalk, paints, coloring books, and blunt scissors) that he will be using when he starts to school.

...Recognize and praise your child's efforts so that he feels good about what he does.

...Ask questions frequently that will help develop your child's ability to put ideas in order, such as, "What sound did you hear first this morning?"

...Develop vocabulary through conversation regarding concepts such as the following:

rough - smooth

large - small

heavy - light

top - bottom

full - empty

...Be careful in choosing television programs for your child. Talk to him about what he has seen. Ask questions as to how, why and when concerning the story.

...Have a regular time to read to your child each day. Talk and ask questions about the story - ask him what he thinks will happen next, have him point to people, objects, and colors in the picture as you read.

...Let the child re-tell the story in his own words.

It is during this special reading time that the child will begin to develop self-confidence and a good attitude toward reading.

Some of the important things that a child will learn from a regular reading time will be that:

- we read from left to right
- stories have beginning, middle and end
- we read from the top of the page to the bottom
- the written symbols on the page have meanings
- the book has a front, back and side
- he should be proud of his books and take care of them.

Reading aloud to your child will help him to hear and recognize the sounds of different words. Discussing pictures during the special reading time will help your child to understand what is being read. Reading aloud to your child will help strengthen his language development.

Note: Reading readiness and reading are developmental steps. Many of the activities that are listed will be suitable for the toddler and kindergarten child as well as for the child in the first grade through the third grade.

Exhibit A-2c. New York Parent Involvement Material (page 1 of 5)

Kids' Stuff

READING and LANGUAGE EXPERIENCES

Prepared by the Title I Reading Department
Cleveland Hill Schools

53

TECHNIQUES FOR WORKING WITH YOUR CHILD

1. Praise your child sincerely and avoid using sarcasm.
   Your child wants to please you and show you that he/she is learning. Phrases such as "great", you're on your toes", good job" or "you've worked hard" are important to him/her.

2. Use games, ideas and activities that are fun and informal.
   Try not to turn your home into a school. Use activities that you and your child both enjoy. Forget those that are boring.

3. Watch the attention span of your child.
   Try to know when enough is enough. Sometimes even five minutes is enough.

4. Be patient when working with your child.
   Reading is a very difficult task. Many, many repetitions are often needed for a child to learn a particular skill. Don't expect success on the first, second, or third try.

5. Make sure your child is successful.
   It is not necessary to get every attempt right, but your child should be getting 80-90% of his/her attempts correct. Always try to end your activities on a successful not. The last attempt is the one he/she will remember.

6. Accept your child as he/she is and do not pressure him/her too much.
   Every child has strengths and weaknesses. If your child's weakness happens to be reading, assure him/her that you will work together to make reading less difficult.

7. Have fun!!

Exhibit A-2c. (page 3 of 5)

CHECKLIST: HOME ACTIVITIES

Supplies

Do we have:

1. A dictionary?
2. Ruler and yardstick, at least one with metric measurements?
3. Lined paper?
4. Pencils and pens?
5. Newspapers?
6. Magazines?
7. Books appropriate for the age and reading ability of each child (either their own or from the library)?
8. Puzzles?
9. Games appropriate for the age of each child?
10. Library cards?

Language Development

Do I:

1. Talk often with my child?
2. Speak clearly, slowly, and softly?
3. Listen with interest to what my child is saying?
4. Insist that my young child use words as soon as he or she is able?
5. Encourage my child to talk in complete sentences?
6. Encourage my older child to find and use words that best express his or her thoughts?
7. Read to my child?
8. Ask my child questions about what I read?

9. Encourage my child to tell me about his or her experiences?
10. Teach my child the parts of the body?
11. Encourage my child to tell the colors and shapes of toys and other things in the house?
12. Help my child to express his or her feelings?
13. Avoid interrupting my child?

Reading

Do I:

1. Read to my child?
2. Let my child read to me?
3. Read something myself every day?
4. Let my child see me reading?
5. Have a library card?
6. Take my child to the library?
7. Subscribe to a newspaper and/or magazines?
8. Have books in the house?
9. Buy books for my child?
10. Watch for signs of hearing or sight problems with my child?
11. Contact my child's teacher if I notice he or she has problems reading?
12. Find time to play reading games with my child?

Math

Do I:

1. Point out numbers on printed materials--calendars, boxtops, street signs?
2. Teach my child to tell time?
3. Help my child to understand measurements--by using rulers, tape measures, and measuring cups?

4. Teach my child to understand the value of money, to tell the difference between one coin and another, and know how much each is worth?

5. Encourage my child to use numbers--by counting, doing dot-to-dot pictures, playing Bingo or Yahtze or shopping?

6. Let my child see me using math skills--balancing the checkbook, figuring out the budget, paying the paper boy, checking change from the grocery store?

7. Understand the school's math program?

8. Encourage my child in math?

Self-Concept

Do I:

1. Give my child responsibilities suitable to his or her age and ability?

2. Establish rules for my child?

3. Praise my child often?

4. Sometimes reward my child for a job well done--with a hug, something special to eat, or playing an extra game?

5. Discipline my child when the need arises, being sure he or she understands why?

6. Encourage my child to try new things?

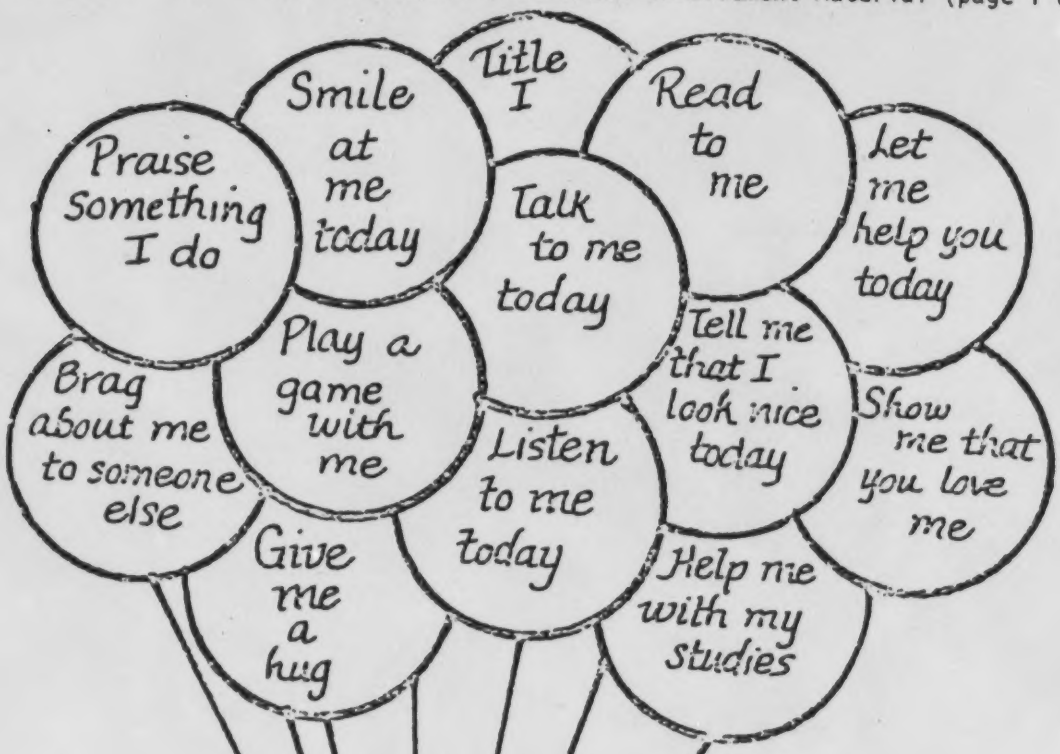
7. Help my child cope with frustration or failure?

8. Provide opportunities for my child to succeed?

9. Set realistic goals for my child, both at home and at school?

10. Try to provide a happy home atmosphere?

11. Try to set aside time to spend with my child?


Title I
Smile at me today
Read to me
Praise something I do
Talk to me today
Let me help you today
Play a game with me
Tell me that I look nice today
Brag about me to someone else
Show me that you love me
Listen to me today
Give me a hug
Help me with my studies

Title I

Parental Involvement Activities

59

SENSING

. . . experiencing our world by seeing, hearing, touching, tasting, and smelling. All of these help us interpret the world around us.

SEEING is an important part of learning. Children learn to interpret and reproduce the world around them by using their eyes.

KIM GAME: Gather household items such as a pencil, a safety pin, a ribbon, a wooden spoon. Show the objects to the child for one minute; then cover the objects and ask the child to name them. At first, the child may be able to name only one item. Variation: remove one object, show the items again, and ask what was removed.

COMBOS: Collect pictures of items that belong together. The child can then match those that belong together. Knife-fork-spoon ... tables-chairs ... cars-tires ... toys-children ... coats-cold weather. Anything that can reasonably be associated is acceptable.

WALKING & TALKING: After a walk, ask the child questions such as: Where did we walk? About how long were we gone? Name four things you saw. What was your favorite part of the walk? Why did you like it?

WINDOWS: Have your child stand at the window and describe the scene. Starter questions might include: Name five objects you see. If there are people, what are they doing? Are there any clouds? How do shadows help you decide what time of day it is? What time of year is it, and what are the clues that show you? Look for tree color, clouds, type of people's clothing.

SIGNS, SIGNS, EVERYWHERE SIGNS: Read street signs while you are driving. Describe the shapes of common signs such as STOP, GO, YIELD and CAUTION.

ODD ONE OUT: Encourage the child to find different things--a pink flower among red ones; a triangle in a group of squares. Then ask how the things are different and how they are alike. You could start with family pets such as cat and dog. A word of caution: likenesses seem harder for children to describe.

PATTERNS: Make a pattern of beads, buttons, or blocks. Let the child look for a few seconds and then try to repeat the pattern.

SHAPES: Cut out paper circles, squares, triangles and other shapes of different sizes and colors. Have the child ... sort by color, shape, size ... copy a pattern you've arranged using different colors for each symbol ... do memory games using patterns ... have the child make a pattern for you to duplicate ... find things around the house with similar shapes such as a ball (circle) or a book (rectangle).

TALKING PICTURES: Glue magazine pictures on old cards or pieces of cardboard. Have the child group by beginning sounds -- lake, lady, lamp ... or by rhyming sounds --- cake, lake or boy, toy.

PUZZLES: To make a puzzle, paste a picture on heavy cardboard and cut with a utility knife into irregularly shaped pieces.

COLOR COVERS: Have the child cut out parts of pictures or particular colors. When enough is gathered, these pieces can be glued on old boxes to hold special things or put gifts in. All red, green, or blue ... all hair, eyes or cats.

MAGAZINE OR CATALOG PICTURES: Have your child:

Look at a picture of an object and describe its appearance and use.
Describe a picture or an object after you have covered it.
Observe a row of pictures and after the pictures are removed, name the pictures in their proper order. Cartoons are good for this activity.
Match pairs that go together: knife with fork, table with chair, snow with warm coat.
Cut out pictures of similar things -- kinds of dogs, kinds of hats, kinds of houses.
Find specific things in magazines: things with wheels, things we wear, things we eat.
Identify the picture which you have described in a riddle. You migh' say, "I'm thinking of something that is very large, brown and made of wood."
Use flash cards which you have made from magazine pictures. Group by beginning sounds such as lake, lady, lamp. Also group by rhyming sounds like cake, lake and boy, toy.

COMMERCIAL MATERIALS:

Dot to Dot books using the alphabet or numbers can be purchased from variety or grocery stores.
Locate hidden objects in large pictures. Sources include *Humpty Dumpty, Highlights for Children,* and *Children's Digest.*

HEARING *involves the ability to understand the spoken word. Children associate what they hear with what they already know and attach meaning to it.*

BLEEP: A description is given. The child tries to guess the object.
... "Bleep" that you wear when it is cold. Its name begins like the word "jump". (Jacket)
... "Bleep" that you put in a lock to open a door. Its name begins like the word "kitten". (Key)

EARS ONLY: Have the child close both eyes. Make familiar sounds. The child then tries to identify the sounds. Spoon taps on glass ... clapping hands ... crumpling paper ... drumming fingers. If you have a tape recorder, tape such sounds as the electric mixer, a faucet running, clock ticking, alarm clock ringing, or familiar voices --- talking, laughing, crying.

WHAT AM I? Take turns imitating the sounds of various animals -- cow, horse, bird, cat, dog, pig, monkey, tiger, mouse.

WALKING & LISTENING: During a walk, have the child identify specific sounds with your help -- cars, sirens, birds, animals, car radios, people talking, children playing, wind in the trees.

LISTENING SPOT: Sit together quietly and help the child identify specific sounds -- wind in the trees, dogs barking, trucks on the highway.

SOFT OR LOUD? Compare two sounds as to which is louder or softer. Use the bang of a hammer and a light tap, a normal tone of voice and a whisper.

WHAT SOUND? Ask the child to make a particular sound. What sound do you make when you sneeze? What sound do you make when you hurt yourself? What sound do you make to tell a horse to stop? What sound does an airplane make?

FOLLOW ME: Tap the table a number of times. Tell the child to listen, and give the number of taps, and then imitate the taps. Begin with simple beats, later make the game harder by doing patterns such as 3 fast and 3 slow beats.

WHICH ONE? Name 3 objects -- ball, shoe, car. Ask the child, "Which one do you wear? Car, telephone, apple -- which one rings? Ball, flower, blanket -- which one keeps you warm?"

PHONE CALL: Act out a telephone conversation such as calling in an order to a store; calling an office for information; calling the president to complain; calling grandparents, the fire department, a doctor's office and a police department.

SING AND SAY: Sing and say simple songs and nursery rhymes, repeating them over and over until the child can join in. Books of rhymes and songs can be found in libraries.

WHO SAYS? Give simple instructions starting with "Simon" or "Sally says ..." The child should obey directions only if the order begins with "Simon" or "Sally says".

REPEAT AFTER ME: Give a short series of letters, numbers or words. The child repeats them. Start with only two or three. C,P,R or 6,3,5 or girl, lion, work.

RELATIVES: Decide how things are alike -- pears, apples, oranges -- fruits; day, year, month -- all related to time; bus, train, car -- all forms of transportation; glass, cup, straw -- all used for drinking.

TONGUE TWISTERS: The sixth sheik's sixth sheep's sick. Peggy Babcock. Some shun sunshine. Rubber baby buggy bumpers. Toy boat.

TRIP GAME: The first player says, "I'm going on a trip and I'm taking shoes." Each person repeats what has been said and adds another item to the list. A variation is to have items follow the alphabet -- apple, book, coat, etc.

CROWS AND CRANES: Played with 3 or more people to make two teams and a caller. One side is "Crows" and the other "Cranes". They stand a few feet apart, the caller in between and to one side. The caller says words starting with "Cr--" such as cradl cribbage, crumbs, crafty, crack ... when one of the team names is called, the team named chases the other team, trying to tag as many as possible. Tagged people go to the tagging team until all players are on one team or the other.

LISTENING FOR PAIRS: Name 3 objects, such as ball, cow, bat; ask the child which two are alike. Shoes, bells, socks --- bread, butter, coat --- barn, cattle, zippers.

RIDDLE ME REE: Play riddle games. What do cats like to chase? What has four legs, but cannot walk? What animal likes to travel because it has a trunk?

TWO NOTES: Compare two notes on a piano or other musical instrument, asking which one was higher or lower. Play two tones and ask if they are the same or different. Let the child play the notes for you to compare. Sing the tones, ask the child to sing them as well.

COMMERCIAL MATERIALS:

Many libraries have stories and songs for children on records and tapes that may be checked out. Books of songs can help with ideas for simple singing games.

TOUCHING helps children make new discoveries every day of their lives. Being exposed to different elements and sensations through touch, the child is able to better perceive the environment.

FEELIES: Put a collection of small, non-sharp objects in a sock. Have the child put a hand inside and identify the objects by feeling. Some items that can be used include paper clip, toy animal, marble, shell, nuts, stone, rubber band, doll's shoe, penny, eraser or bead.

SURFACES: Collect scraps of textured materials -- burlap, felt, wire screen, velvet, wool, corduroy, vinyl, leather, bark. The child can sort the scraps according to softness or hardness, roughness or smoothness, or stiffness or flexibility.

TOUCH ONLY: Take turns being blindfolded. The blindfolded person is given an object to identify -- toy, peanut, marble, bracelet, book, sock or dish.

IT'S IN THE BAG: Fill a paper sack with objects that are round (orange or ball), square (box or blocks), rectangular (card deck, books), and cylindrical (soup cans or toilet paper roll centers). Child reaches in, and without looking, withdraws an object you have described by shape.

VISIONS IN THE AIR: Draw a shape in the air. Have the child identify the shape -- square, oval, rectangle, triangle or circle.

BACK DRAWING: Outline a shape with your finger on a child's back. The child identifies the shape. Take turns.

HOT AND COLD: Talk with the child about temperature differences -- hot stove, cold ice. What happens when you touch a stove? What would your belly feel like if I put an ice cube on it?

WHAT'S IT TO YOU? Take the opportunity when walking or playing outside to notice and talk about the wetness of water, the heat of the sidewalk, the dampness of spray, the coolness of mud, the hardness of concrete, the softness of earth, the sliminess of moss.

TRACES: Ask the child to trace objects a number of times and then to reproduce the same shape with a pencil or crayon. Use circles, squares, triangles, letters of the alphabet, simple outline shapes of cars, houses or animals.

WHAT IF: Talk with the child about what happens when -- the sun goes behind a cloud (air gets chilly, may wish to put on a sweater, there are no shadows) -- temperature drops to freezing (warmer clothes, frost on windows and grass, air feels cold in your throat, need to wear mittens, you can see your breath) -- your skin has been in the sun too long (freckles, sunburn, tan, skin feels hot and dry, eyes see spots).

COMMERCIAL MATERIALS:

Books with flocked or feeling pictures; many-textured stuffed toys and balls; puzzles with details that are whole shapes, e.g. animals, trees, cars.

TASTING AND SMELLING are related to our feelings of that which is pleasant or unpleasant. Positive and negative attitudes are created through these senses.

MOUTH ONLY: Take turns while blindfolded tasting common foods. Identify them and describe them -- catsup, mustard, syrup, soda pop, butter, salt, jam, peanut butter. Try tasting while holding the nose shut -- identification is harder!

FOOD WORDS: Make 7 cm x 12 cm (3" x 5") cards with these words: bitter, sour, bubbly, yummy, yucky, sweet, salty. A simple face with an appropriate expression can be added to help the child remember the word. Foods from the refrigerator and cabinets can then be matched with these cards.

COOKS IN THE KITCHEN: While preparing food, give tastes and smells of the different ingredients to the child, talking about them -- the sweetness of a cookie, the bitterness of vanilla flavoring, the spiciness of cinnamon.

WALKING NOSES: During walks, discuss the different smells. Autumn -- leaves burning, wet ground and leaves. Winter -- fireplace smoke, lack of smell because of cold and snow. Spring -- new growth on plants, grass clippings, flower perfumes. Summer -- new-mown hay, barbeques, suntan lotion, perspiration. City smells -- bakeries, sawmills, restaurants, cosmetic counters.

HOLIDAYS: Talk about the tastes and smells of holidays -- the difference between peppermints at Christmas and hard-boiled Easter eggs -- bayberry candles at Christmas and apple cider heating at Halloween.

EXPERIENCING

...Living is not a "spectator sport". Children must take an active part in life around them.

THINKING helps a child participate effectively in the world.

COOK: Let the child fix small meals. Breakfast toast, fruit or juice. Lunch of beverage and sandwich. This also could involve setting the table.

SHARE THE LOAD: Give the child specific chores as a contributing member of the family. In turn, the child takes part in family decisions to the best of his/her ability.

COMPANY: The child shares in greeting and serving guests, and begins to use basic conversational skills.

DECORATIONS: Have your child make decorations for a party or holiday, giving one decoration to each guest to take home.

EXPLORING develops thinking and independent problem-solving skills.

SILVER LININGS: Use home accidents as learning situations. For example, what do you do when milk is spilled? How do you clean it up? What do you do when you smell smoke or see it? How do you get help using the phone?

IMAGINE: Make up realistic stories and allow children to tell what they would do. Discuss alternatives. Stories could be about a parent and a child becoming separated in a store ... child gets sick at school and parents aren't at home ... stranger comes to the door when parents aren't home ... something catches fire on the stove.

I CAN: Acknowledge children's abilities to plan and carry out constructive activities of their own.

MY GAME: Child explains step by step process for playing a game or using a toy to a parent or playmate.

WHAT IF: Help children imagine and describe dangerous situations such as -- what if you threw toys in the house? What if you climbed too high in a tree? What if you ran into the street full of traffic?

WHAT'S HAPPENING: Show the child pictures of youngsters in various situations and surroundings. Ask for suppositions of what the children are doing, where, when and why. A picture of a girl in a snow suit with skiis and poles. Ask: What time of year is it? What is this person doing? How do you know she's not sledding? Is she having a good time?

LET'S PRETEND: Pretend to be different people at work or play. What do they say to each other? What do they wear? What are they doing? Why are they doing this? Where are they?

WORK TOYS: Select toys that help imitate work situations. Lawn mower, truck, broom, dishes, adding machine or small calculator, typewriter, garden tools. Be aware of stereotyping roles for the children. Encourage full exploration of all such toys/tools.

INTERVIEWS: The child imitates someone working or playing. Parent becomes television interviewer and asks various questions about the person the child is imitating.

CHARADES: Children and parents act out various activities in pantomime, while other family members and friends try to guess what is being done or imitated.

TELEVISION can be used to develop observational skills.

HIGHLIGHTS: Identify the most exciting episode in a program just viewed.

LOCAL SPOTLIGHT: Make up a Mr. Rogers or Sesame Street or Captain Kangaroo show for the neighborhood. Serve refreshments afterward.

FAVORITES: Discuss why a particular character is a child's favorite.

WHOSE NEWS? Identify to the child two newscasters and the time news is broadcast each evening.

VIOLENCE: Point out to the child why a program with violence isn't the way people solve problems the best. Ask: "How would you feel if that happened to you?"

LISTENING AND FOLLOWING DIRECTIONS helps a child interact successfully.

RHYMES: Parents read short poems, nursery rhymes, catchy rhymes and short songs or refrains.

LEADER: Parent and child take turns being Leader by giving a series of short and simple, two or three step directions. "Clap your hands, march to the door, and turn around."

ERRANDS: Parents send the child on little errands such as: get five potatoes -- bring the spoons, forks and napkins -- put the Time magazines in the basket.

NOW WHAT? Have children answer questions which require more than a one word answer after listening to a story or poem. Why did it happen? What would YOU do if ...? How do you know?

MANNERS: Parent consistently uses "polite" words and phrases: please --- thank you --- beg your pardon --- you're welcome --- pardon me? --- excuse me. Children's use of polite expressions creates an approving attitude in others.

Exhibit A-2e. Hawaii Parent Involvement Material (page 1 of 7)

HAWAII DISTRICT TITLE I PROGRAM
FAMILY GOAL REPORTING SHEET

Title I programs have found that the students learn more if the family helps out. In the Hawaii School District, we call this the FAMILY GOAL. Since it works out so well, we would like you to choose a family goal for your family for this year. You might want to have more than one goal for your family, but we would like you to pick one, and let us know what that one is.

Here's how you do it: Just write your family goal in the space below, and tell us how you will keep track of it. For instance, some example goals are:

Set aside a quiet place to study and do homework
Set a specific time to study each day
Help the child with homework
Take the child to the library
Read with the child
Talk to the child about books he/she has read
Turn off TV for a while so the child can read
Ask the Title I teacher how you can help the child
The whole family reads at a specific time
Get more books for our home

But the goal is yours, so you can make up goals you like. They should be goals that will help your child read better. If you do not have a goal this year, write that down too.

Here are some ways that you could keep track of how well you are doing with the family goal:

Mark it down on a calendar each week or day
Have the child mark it down
Write the teacher a note telling how you are doing
Report how well you are doing at a SPAC meeting
Report to other Title I parents on how you are doing

Here's an example of how to write it down:

FAMILY GOAL	HOW WE WILL KEEP TRACK OF HOW WELL WE ARE DOING
Turn off the TV each day between 5:00 to 5:30 p.m. and have the family read.	Our child will mark it down on the Parent Activity Log.

Just write down your goals here and send this sheet back to school with your Title I student.

FAMILY GOAL	HOW WE WILL KEEP TRACK OF HOW WELL WE ARE DOING

Parent's Name: _____

SOME STRATEGIES FOR IMPLEMENTING FAMILY OBJECTIVES (GOALS):

1. Contract - between student (staff) and parent. Have student fill in blanks; choose own goals - in duplicate. Have district chairpeople explain what a contract is and encourage parent to discuss a contract with child. On contract, have counter offer (proposal) so child and parent can negotiate items.
2. Family Planning - plan activities together (house chores, meals, etc.).
3. Make objectives realistic even if they are small.
4. Realize individual differences between each child and respect them.
5. Parents - keep cool; listen and avoid lecturing.
6. Establish a family council - set time to discuss, decide and do things together.

Note: For intermediate and high school students, it might be more practical to have the student choose the goal and then provide encouragement and support.

FAMILY OBJECTIVES (GOALS):

1. Turn off TV at 7:30 - 8:00 p.m., Monday through Friday, and whole family reads together.
2. Homework will be done daily from 2:30 - 3:00 p.m.
3. We will take the child/children to the library at least once per week.
4. Family will set aside one hour every Sunday evening after dinner to discuss family affairs or any personal problems.
5. We will read to our children pre-school to 3rd grade approximately 10 minutes a night before bedtime.
6. We will encourage our child to tell us about the books he reads.
7. We will support our Title I teacher by attending at least two out of four SPAC meetings.
8. We will set aside a place to study and to do homework.
9. Parent or another responsible person will help the child with homework.
10. Ask Dad's cooperation to not turn on the TV so that everyone in the family can have 30 minutes to read.
11. We will choose a TV special to watch together as a family and to talk about it later.
12. We will set aside a quiet place in the kitchen for a half hour before dinner so we may assist our child with his homework.
13. We will go to the library every other Saturday morning to borrow books for recreational reading and to become familiar with the library facilities.
14. The family will plan a special recreational activity at least once a month, taking into consideration the interests of all family members.
15. I will spend ten minutes each day right after school drilling my child on multiplication tables, Dolch words and Math facts.
16. We will have a conference with the Title I teacher at least once every quarter.

17. Allow students to go to the library after school to choose their own reading material.
18. Have student read one book of his choice per month.
19. Subscribe to at least one magazine and/or newspaper per household.
20. Purchase books through student book clubs.
21. Set aside an "ohana" time once a week for better communication to/in the family (family council for all members, living at home or not).
22. Parents to provide positive encouragement at least once a week for each child; i.e., saying something nice.
23. Managing and budgeting time and setting priorities (studying, leisure time activities, etc.).
24. All family members will participate in breakfast and dinners to encourage family unity and dialogue.

PARENT ACTIVITY LOG

SUGGESTED PROCEDURE:

1. The Title I teacher fills in name of student, school, grade, school year and family goal.

2. The student, with the help of the parent, puts an X under day on which activity occurs or indicates kind and amount of materials introduced into home.

3. The Title I teacher or aide checks the contents of PAL every week to ensure that the form is being used correctly.

4. The student, with the help of the parent, teacher or aide will complete the PAL Summary section at the end of the month.

5. The Title I teacher or aide completes the PAL summary sheet every two months. The summary information may be disseminated in the Title I newsletter or at PAL meetings.

Exhibit A-2e. (page 5 of 7)

SCHOOL_____ NAME_____
SCHOOL YEAR_____ GRADE_____
SRC_____ MT_____

PARENT ACTIVITY LOG (PAL)

FAMILY OBJECTIVE(S) A._____

_____

B._____

_____

DIRECTION: Mark on calendar below by using the Family Objective A and/or B for each day activity is done.

MONTH_____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

SUMMARY

ACTIVITY (should match Family objective(s) A or B above)	No. Times Met	COMMENTS

Exhibit A-2e. (page 6 of 7)

PAL SUMMARY SHEET

Grade _____

School _____

School Year _____

Months (circle all that apply):

Sept., Oct., Nov., Dec., Jan.,

Feb., Mar., Apr., May

Student Name	Number of Times Activity Occurred for Family Goal									
	A	B	C	D	E	F	G	H	I	J
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
1										

TITLE I PARENT LOG

Parents have expressed interest in ways they can help their children learn to read effectively and for enjoyment. The following are a few things parents can do to accomplish this goal.
Instruction: Each time you accomplish a task, please tally it on your chart.

1. Took child to the library				
2. Listened to child read				
3. Provided a quiet place to read				
4. Looked at book together				
5. Read to child				
6. Watched movies or TV together				
7. Talked about things you saw or experienced (i.e., TV, movies, scouts, Little League, etc.)				
8. Expressed interest in homework and assisted when necessary				
9. Attended school PAC meetings				
10. Attended district PAC meetings, conferences, workshops				
11. Visited or assisted in classroom				
12. Participated in other school activitites (PTA, etc.)				
13. Number of books your child borrowed and read				
14. Bought books, games, and puzzles				
15. Showed interest by asking questions, by answering questions thoughtfully, and by giving praise when deserved and encouragement when needed				

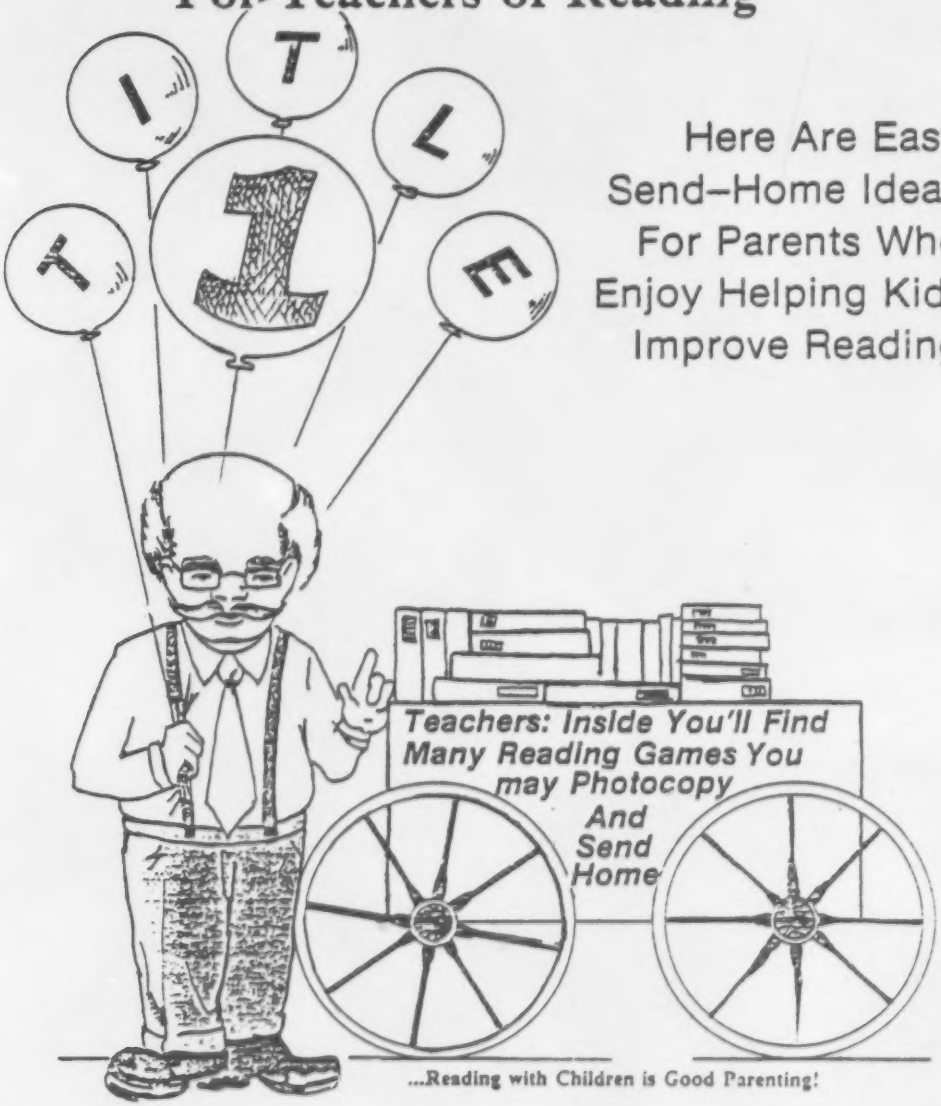
1) List any other activity you participate in: (use back of sheet)
2) You are encouraged to share this with you child's teacher during parent conference time and at your quarterly SPAC meetings.
3) Turn in your log to your SPAC chairman at the end of May.

Exhibit A-2f. West Virginia Parent Involvement Material (page 1 of 6)

West Virginia Department of Education

West Virginia Title 1 Reader

For Teachers of Reading



West Virginia Department of Education

EXECUTIVE OFFICES
Charleston, West Virginia 25305

William M. Smith, President
Follansbee, 1982

Dr. Charles H. Wagoner, Vice-President
Weston, 1984

Paul J. Morris, Secretary
Dunbar, 1980

James P. Clark, Member
St. Albans, 1986

Duke A. McDaniel, Member
Petersburg, 1987

EX OFFICIO MEMBER
Dr. Roy Truby
Superintendent, Department of Education

Mrs. Mary Martha Merritt, Member
Beckley, 1983

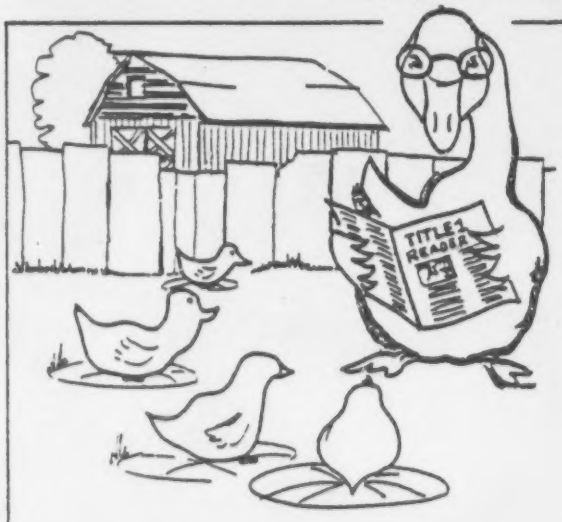
Bob E. Myers, Member
Huntington, 1985

Dr. Carl J. Roncaglione, Member
South Charleston, 1981

Richard N. Schnacke, Member
New Martinsville, 1988

EX OFFICIO MEMBER
Dr. Robert Ramsay
Chancellor, Board of Regents

Teachers: At the Time You Decide Is Right, You May Photocopy Items from This Booklet And Send Them to Parents for Help at Home



The helpful games and home-centered experiences contained in this booklet are designed for young boys and girls who would benefit from working with their parents in the area of reading in an informal setting.

These informal home activities require no special materials or training and are intended mainly to reinforce skills being emphasized at school.

When a teacher regards it as the proper time, copies of the activities should be sent home by the student one at a time. The teacher should send copies or photocopies of the activities only when it is felt that home reinforcement would enhance the child's progress in mastering skills being taught in his or her Title I program.

HOW TO USE THIS LEARNING GAMES BOOKLET

When your lesson plan units and a child's need for home reading practice with parents make it appropriate in your judgment, please review the learning games listed and make as many photocopies as you may need to send home via the child. Due to the limited number of copies of the entire booklet and other reasons, you will wish to keep this original copy at school. Check those games you prefer that children engage in with their parents under the appropriate heading. These are listed by skill objectives below for your convenience.

Sincerely,

David Purdy

ESEA Title I Director

West Virginia Department of Education

SKILL CODING:

I. READINESS
- A. Visual Perception 4
- B. Visual Motor Skills 4
- C. Visual Memory 5
- D. Body Image 5
- E. Directional-Positional Skills 6
- F. Self-Expression 6
- G. Verbal Directions 6
- H. Auditory Memory 7
- I. Alphabet Verbalization 7
- J. Letter Recognition 7
- K. Letter Formation 8
- L. Rhyming 8

II. WORD RECOGNITION
- A. Sight Words 9,10
- B. Direction Words 11
- C. Abbreviations 11
- D. Contractions 11
- E. Common Signs 11

III. WORD ANALYSIS
- A. Auditory Discrimination 12
- B. Consonant Sounds 12
  - 1. Initial 12
  - 2. Medial 13
  - 3. Final 13
  - 4. Blends 13
  - 5. Digraphs 13
- C. Vowel Sounds 14
  - 1. Short 14
  - 2. Long 14
  - 3. Digraphs and Dipthongs 15
- D. Affixes 15
  - 1. Suffixes 15
  - 2. Prefixes 15
  - 3. Possessives 15
  - 4. Plurals 15
- E. Syllables 16

IV. VOCABULARY
- A. Context Clues 16
- B. Classification 17
- C. Compound Words 18
- D. Synonyms 18
- E. Antonyms 18
- F. Homonyms 18,19
- G. Analogies 19

V. SPELLING 19

VI. REFERENCE SKILLS
- A. Alphabetizing 20
- B. Dictionary Skills 21

VII. COMPREHENSION
- A. Facts and Details 21
- B. Main Idea 22
- C. Inference 22
- D. Following Directions 22

READINESS

Visual Perception

Have your child color a picture from a coloring book. Cut the picture apart. See if your child can put the picture back again. Praise your child's progress.

NOTE: Start with simple characters or designs and progress to more difficult figures. To reinforce pictures, mount them on a piece of styrofoam or cardboard before cutting them apart.

And Here's Another Suggestion:

Make magazines, newspapers or old books available for your children. Ask the children to find a certain letter or word on a page.

For example: Print the letter C or the word And on a card and ask the child to find the And. Circle the letter or word when they see it.

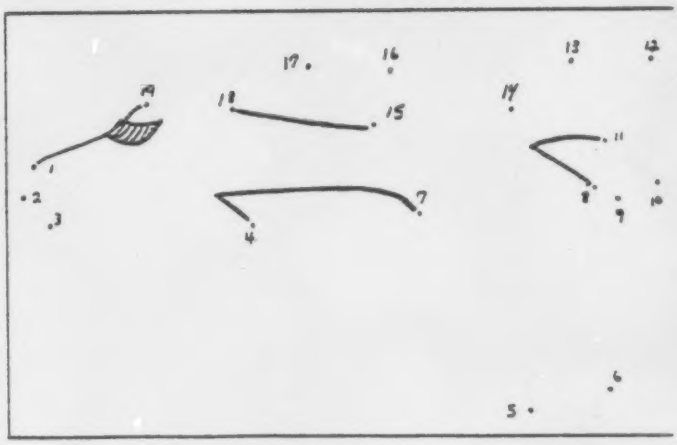
Try the Dot-to-Dot Exercise

Provide the child with dot-to-dot activity books with numerals or letters. However, remember that visual-motor skills can be practiced without numerals or letters. For example: ask the child to trace with his finger a line from the dog to his dish in a storybook picture or something similar.

Another suggestion: Give your child a variety of objects found in your kitchen such as cookie cutters, cans, pie pans, spoons, etc. Have your child trace the objects on paper. Then scramble the utensils and the outlines the child has drawn. Have the child match the correct object and outline.

Still another idea:

Provide macaroni or old beads for the child to put on shoestrings or string. The end of the string or yarn can be made still by putting glue on the end of the string or yarn and letting it dry.

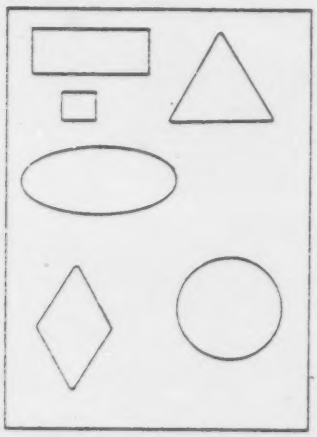


Visual Memory

For about 30 seconds, display a half-dozen or more small items such as objects from your purse, pocket or kitchen drawer. Hide these items and, before you bring them back, ask your child which one he remembers seeing.

...Or Try This One:

Draw several different shapes on a piece of paper—a circle, an X, a square, a triangle, etc.—and ask the child to draw them from memory. This should help the child to improve the skills of remembering what one sees. (And don't forget to praise the child for trying hard.)



Remembering Details

To help your child improve abilities to correctly remember things he or she sees, ask the child to describe a car or truck which passes your house or car if your are out driving.

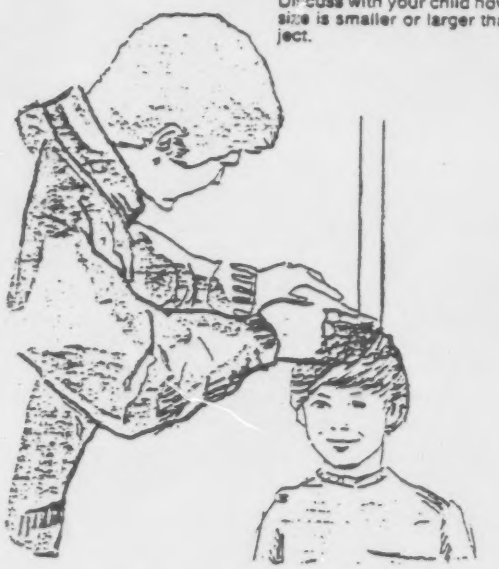
Ask the child about such things as the color, size, and number of passengers. You might also ask where it might be going and why. Remember: compliment your youngster for noticing details such as these.

Here's another activity to try:

Have your child lie down on a large sheet of paper—shelf paper, wrapping paper or newspaper will do. Trace around his head, arms, torso and legs with a felt tip pen or crayon. Then let the child color his picture with appropriate colors the way he or she is dressed.

Body Image

Help your child compare his body size to the size of things around the house such as a breadbox, refrigerator, table, chair or lamp. Discuss with your child how his body size is smaller or larger than the object.



Memory Test Activities

To help your child improve his or her memory skills, choose one or both of these activities:

1. Do a series of actions such as picking up a book, touching your head, moving an object on a table, which are to be copied by the child. Begin with three actions and work up to eight.

2. Place a series of objects in a row. Remove one and ask your child to tell which one is missing.

3. Let your child look at a magazine picture for several minutes. Take the picture away and ask questions about the picture. For example: How many people were in the picture? What were they doing? Where were they?

4. Have your child watch and listen as you drop beads or stones into a tin can. Then ask him or her to drop the same number into another can. Also try this with your child's eyes closed.

And remember to praise your child for his or her memory skills after each activity.

Verbal Directions

In order to help your child learn to follow oral directions, play "Simon Says" with him or her. It's an "oldie" but it still helps youngsters in learning verbal directions. Give directions such as "Simon says put your hand on your head," or "Simon says sit on a chair," or "Simon says pet the cat." The child is expected to follow directions except when you do not begin with "Simon says." If he or she does what has been directed (without a — "Simon says"), the game is over.

Praise him or her when the child listens carefully enough to avoid being fooled by you. For a change-of-pace, let the child give the directions while you follow them.

Listening, Learning Positioning Practice

Give your child a piece of paper, pencil (or crayons) and directions similar to the following:

1. Draw a boy in the center of your paper.
2. Put a pail and shovel on his right side.
3. Draw a sand castle on the bottom left of your paper.
4. Put some ocean waves across the very bottom of your paper.
5. Draw a sun in the sky on your left.
6. Draw a road in the top part of your picture.
7. Put a car on the road.
8. Draw some large rocks wherever you want.

This activity will help develop the skills of listening, learning directions and positions, and using creativity.

Compliment your child on the picture and display it somewhere in the home.

Self-Expression

READ A STORY or small book to your child, but stop before the end. Let the child make up his own ending.

Or try this:

Show the child a picture or a series of pictures and have the child describe the picture or make up a story for pictures. Ask the child to tell what is happening in the pictures. A suggestion: you could use newspaper comic strips.

Directional-Positional Skills

Have your child put his or her head on a table. Take any kind of noise-maker and make sounds to the right, left, behind, and in front of your child. Have the child point to the direction of the sound. Praise the child for each correct answer.

. . .Or Try This Game:

Ask your child to follow these directions:

Hold your toy over your head.

Put your toy under the table.

Pick up your toy with your left hand.

Wave with your right hand.

Find the beginning of the book.

Skip to the middle of the room.

Show me the end of the book.

Stand before me.

Walk after me.

Put the book on top of the paper.

Put the paper on the bottom of the box.

Stand in back of me.

Stand in front of me.

(And don't forget to praise success).

Parent's Name _____

School _____

Date _____

A

REPORT CARD

FOR

PARENTS

DIRECTIONS: This form is to be used to determine if you qualify for promotion as a responsible parent through self-appraisal. Place a check in the space to the right of the sub-item which most adequately describes your behavior.

Reading Do I . . .	Excellent	Satisfactory	Needs to Improve
1. read to my child?			
2. let my child see me read?			
3. encourage my child to read to me?			
4. visit the library with my child?			
5. provide books in my home?			
6. subscribe to a newspaper?			
7. teach my child to take care of books?			
8. buy books for my child?			
9. know when my child has reading problems?			
10. provide a relaxed atmosphere for reading?			

Math Do I . . .			
1. encourage my child in math?			
2. understand the school's math program?			
3. know how my child is performing?			
4. provide math opportunities in the home?			
5. feel comfortable with math?			
6. provide math games?			
7. let my child help me shop?			
8. give my child the opportunities to solve problems?			
9. let my child explain homework?			
10. attend math workshops?			

Jean Williams/Curriculum Coordinator
Fresno Unified School District

Exhibit A-2g. (page 2 of 2)

Parent Involvement	Excellent	Satisfactory	Needs to Improve
Do I . . .			
1. attend parent meetings?			
2. know the purpose of the S.A.C.?			
3. participate as a member of the SAC/DAC?			
4. volunteer my services in the classroom?			
5. read newsletters from school?			
6. help plan the school program?			
7. help to carry out the program?			
8. help review the school program?			
9. demonstrate a commitment to the school?			
10. share responsibility for my child's education?			

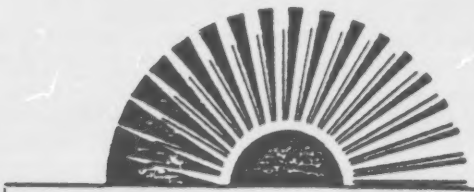
General			
Do I . . .			
1. send my child to school on a regular basis?			
2. send my child to bed at a reasonable hour?			
3. send my child to school on time?			
4. let the teacher know I am interested?			
5. express a positive attitude toward school?			
6. visit my child's school?			
7. know my child's teacher?			
8. contact my child's teacher on a regular basis to find out how he/she is progressing?			
9. follow through on homework assignments?			
10. insist on a regular time for homework?			

Affective	Excellent	Satisfactory	Needs to Improve
Do I . . .			
1. smile often?			
2. praise my child?			
3. avoid comparison with other children?			
4. teach my child responsibility?			
5. encourage my child to try new things?			
6. send my child to school in a happy mood?			
7. send my child to school neat & clean?			
8. hug my child?			
9. demonstrate patience?			
10. make my child feel important?			

Academic

Language			
Do I . . .			
1. listen to my child?			
2. show an interest in what my child tells me?			
3. answer questions?			
4. talk to my child?			
5. respond to my child in complete sentences?			
6. make statements which will generate conversation?			
7. discuss with my child what he sees on TV?			
8. expose my child to many varied experiences?			
9. encourage my child to write?			
10. provide a language model?			

Exhibit A-2h. Pennsylvania Parent Involvement Material (page 1 of 2)



Super summer!

USING THE NEWSPAPER, PARENTS AND CHILDREN CAN LEARN TOGETHER

- ☐ Read a news article on a subject that is receiving a great deal of coverage. Use the scientific method to predict the outcome of the story. You should observe, collect the facts, guess the possible outcomes, and predict the most probable outcome.
- ☐ Find newspaper articles about natural disasters, such as volcanoes, flooding, tornadoes, earthquakes, etc. OR find articles which reflect problems in nature caused directly by man, such as erosion, smog, or forest fires. Determine the causes that led to the disaster and whether the disaster might be prevented.
- ☐ Collect pictures that illustrate things that are operated by different forms of power. Clip and file articles on energy for a ten day period. Determine which source of energy is getting the most publicity.
- ☐ Select a photo which tells its story so well, you really don't have to look at its caption. Tell the story as you see it to a friend or parent.
- ☐ Find a story about a sport you enjoy. Circle any words in that story which are the special terms of that sport. For example, the terms shortstop and pinch hitter are special to the sport of baseball. For a parent or friend, explain what all the special terms you circled mean.
- ☐ Explain to a parent or a friend the scoring method used in your favorite sport. Show them how to read about those scores in the newspaper.
- ☐ Create an alphabet monster. Using an editorial, classified ad or front page, circle a letter "a". Then circle a letter "b", and draw a line from "a" to "b". Do this all the way through the alphabet, drawing a line from each letter to the next in alphabetical order. When you're finished, color between the lines to create a monster. Then write's the monster's name on the top of the sheet and your name on the bottom.
- ☐ Search the sports pages for synonyms for "win" and "lose". (Synonyms are words which mean the same thing as another word.) Circle the synonyms for "win" in one color, and those for "lose" in another.
- ☐ Read through the newspaper and mark ten stories you thought were interesting. Now go back to the stories you've marked. Classify each into one of these categories. Was the story written to inform, instruct, persuade or entertain? Of the ten stories you've selected, which category had the highest number?

Super Summer is a project of the Pennsylvania Newspaper Publishers Association Newspaper in Education Committee

- ☐ The continents of the earth are:
  Europe North America South America
  Africa Antarctica Australia Asia
  Search through a newspaper and find a story that takes place in a country on each continent. Write the name of the continent beside the dateline.
- ☐ Scan the datelines in the newspaper with your child. Circle the cities that are *capital* cities of states and countries. Find the latitude and longitude of several of the cities.
- ☐ Write these for headings across the top of a paper:
  Cities States Countries Bodies of Water
  Draw lines down your paper to make four columns — one under each heading. Find names from your newspaper to match these headings. Cut them out and place them under the correct heading. Have you been to any of these places? Do you know anyone from any of these places? Try to find these places on a map.
- ☐ To help you remember important current events and the people associated with them, play the game "Who Am I?" At the end of the week, play the game by having one person read a description of a prominent person's physical characteristics or activities and the other players naming that person.
- ☐ Find examples in the newspaper of job disputes. Identify the main issue and state reasons why the disputes exist. Follow the news if a strike develops.
- ☐ Help yourself gain a better understanding of your constitutional freedoms by scanning the newspaper for stories showing our basic rights in action.
- ☐ Clip various pictures from the newspaper showing people working at different jobs and professions. Then make a scrapbook listing next to the pictures what the people are doing and what aspect of the job is being emphasized. For instance, is the job dangerous, high or low paying, difficult, glamorous, etc.?
- ☐ Technological change can create new occupations and can make others obsolete. List the jobs mentioned in the "Help Wanted" advertisements that began only recently (e.g. Keypunch operator, airline hostess, TV repairperson). Decide which occupations you have listed that will probably be more numerous by the year 2000.
- ☐ Choose three potential careers from the classified pages that you think you might enjoy and list several jobs that you could get before finishing school that would help you prepare for those careers. Example: hospital orderly if you are thinking about a career in medicine.

[ ] Pick several food ads and compare for the same items at:
   a. A large chain store
   b. An independent store
   c. A small neighborhood store
   d. A discount store

   Discuss possible reasons for differences in prices.

[ ] Compare prices for foreign-made appliances and similar American-made items. Are prices similar or is there a wide variation? See if you can find out why. Don't forget to check quality in comparing prices.

[ ] Look in the restaurant ads in your newspaper. Check the prices for a certain meal in one or more of them. See what is served and figure the cost of that meal for four persons (or the number of people in your family). Now, clip ads for those same foods in retail groceries. Decide what amounts to get and figure the cost of feeding those same people at home. Don't forget to add tax and tip to the restaurant expense. Discuss which is more economical.

[ ] Skim through the newspaper to find an advertisement you especially like. What do you like most about it: the words, illustration, or item being advertised?

[ ] Skim the ads to find one item which is advertised by at least two different businesses. Make sure the ads are for the same brand item, the identical size, and with identical features. What business is offering the best price?

[ ] Ads are an important part of the newspaper. Not only do they help you find the items you want and the best prices, but they also help merchants get more business. They even help keep down the cost of each newspaper you buy. Analyze the ads in the newspaper to see if they are using any of these types of appeals.

Bandwagon:	Everyone is doing it.
Ego-building:	You owe it to yourself.
Testimonial:	The champ endorses this product.
Snob appeal:	You deserve the best.
Image-making:	Want to be smarter, wealthier, prettier?

[ ] Haiku is a Japanese form of poetry that always refers to nature, deals with a single subject, does not rhyme, and never uses "I." The poem must be three lines long using only 17 syllables in the following order:
   line 1 — 5 syllables
   line 2 — 7 syllables
   line 3 — 5 syllables

   Read the weather report and any stories in the newspaper that deal with the weather.
   Compose your own haiku:
   Sun that beats down on
   sluggish hot cranky people
   Please send us rain soon!

[ ] After reading other advice columns such as Ann Landers or Dear Abby, try to write an advice column to world leaders. Pretend your president has written you a letter asking for advice on how to deal with a world problem. How will you answer the letter?

[ ] Select four pictures or photographs from the newspaper — the funniest, wierdest, best, and worst. Organize your pictures in some order so as to create a story with them. Share your story and pictures with someone else. Invite them to do the same thing.

[ ] Skim through the newspaper and select your favorite part. That may be the ads, sports, comics, front page, or anything you especially enjoy. Explain to a parent or friend why you like that part best.

[ ] With a parent or a friend, pretend you're both setting out on a trip around the world. The journey, which will take a year, will be made in a 30-foot boat. Go through the newspaper and select words or pictures of the items you'll need or want on this trip. The limitation is that everything you select must fit in the boat. Discuss your choices.

[ ] Using the classified section of the newspaper, find an ad for a job you think would be interesting. Stage a job interview, with the other person pretending to be the employer. Help them create a list of questions a boss might want to ask. Then see how well you can "sell" yourself with the answers you create for those questions.

[ ] Make two headings on a blank sheet of paper: Jobs I Would Like, Jobs I Would Not Like. Cut out ads from the Help Wanted section and stick them under the heading that describes how you feel about that particular job. Circle the words or phrases that made you decide whether you liked that job.

[ ] Volunteerism is a way of working. Perhaps you might wish to pursue a non-paying or community job. Collect all newspaper articles which mention the need for people who are willing to give of their time. Perhaps you can spend some of your free time helping others.

[ ] Write to newspapers in other U.S. cities and the world or pick up abandoned newspapers in train stations or bus terminals (these are a good source for newspapers from other cities). Then compare their classified sections to your newspaper's section. Look for differences in the types of jobs available, the different pay scales for similar jobs, differences in the cost of apartments, and other goods like automobiles and appliances. Try to generalize about what you discover from this investigation. Is it more expensive to live in one city than another?

[ ] Locate the weather map in the newspaper using the index. Plot on a line graph the hourly airport temperature during the past 24 hours. Determine which hours of the day are the warmest and which are the coldest. Compute the average temperature for the day. Which hour is closest to the average temperature?

[ ] Use the weather map in the newspaper to practice converting Fahrenheit temperatures to Celsius. Select five cities listed in the temperature chart and change them to Celsius. (C = F — 32x5/9)

[ ] Read the weather report. Look up in the dictionary any unfamiliar weather terms and create a crossword puzzle using weather words.

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3. Involving Parents in School Activities

In addition to supporting the program in the home, many states have involved parents in the classroom and other school activities. The examples presented in this section offer suggestions on how to use parents effectively in this manner.

A Georgia publication entitled, Getting and Keeping Parent Involvement: Ideas That Work, encourages LEAs to use parents as resource people and classroom tutors. The following suggestions are made:

Ex. A-3a. 1. Parents have many skills which should be utilized. Bring them in to demonstrate a hobby such as sewing or crafts.

2. Parents can also be effective classroom aides and tutors. Consider the following areas in which they can be valuable.

a. reading or telling stories
b. listening to children read
c. helping with written assignments and directions
d. filing, running ditto material, and typing
e. making games and playing games
f. monitoring learning centers.

Ex. A-3b. A Massachusetts document contains these suggestions:

- Work with the staff to set up a classroom volunteer program in which parents, senior citizens, or older students spend one or more hours a week in the classroom working with students or assisting the teacher.
- Organize a support services pool--to provide rides or baby-sitting for other parents who volunteer in the classroom, to assist the staff on Title I field trips, to visit other parents and encourage their active involvement.
- Devote some time to making educational games and other learning aids for use in the classroom The Title I teacher should be delighted to guide such efforts.

Several states sent materials which encourage and offer guidelines for parents to use in observing in the classroom. These guidelines usually stressed that it was best to call the school ahead of time and arrange a visit rather than to just drop in. Exhibit A-3c. "How to Observe" at the back of this section was taken from the parent handbook published by the state of Virginia.

A sample observation guide for parents developed by Maryland is the next exhibit.

Another form of observation which a few states have employed was to use parents as monitor of the Title I program. Parents make up part of the monitoring teams assembled by the SEA and given training to perform their role. The AIR telephone survey of Title I coordinators revealed that 15 states involve parents in some form of program monitoring.

The Orleans parish in Louisiana has developed a fairly unique way to involve parents in school activities. Parents are employed by the LEA as a Community Liaison Worker. The state Title I parents newsletter provides the following brief description of the program and this is presented in Exhibit A-3e.

The California SEA disseminates a Volunteer Handbook prepared by the Office of the Shasta County Superintendent of Schools. This booklet addresses the role of volunteers in the school and gives suggestions and guidelines of how to play that role effectively. The cover page, table of contents and section suggestions for volunteers are presented in the exhibit.

To summarize, the examples presented for this section are from:

		Page
a.	Getting and Keeping Parent Involvement, Georgia . . .	85
b.	A Massachusetts Document	85
c.	How to Observe, Virginia	87
d.	Observation Guide for Parents, Maryland	87
e.	Community Liaison Worker Program, Louisiana	91
f.	Volunteer Handbook, California	93

Exhibit A-3c. Virginia Parent Involvement Material (page 1 of 1)

How to Observe

Parents are always welcome at school. For the safety of children, however, controls for visitors are necessary. You should, therefore, stop at the office, introduce yourself as a PAC member, and let the principal or clerk know that you plan to visit the Title I program. You may even wish to call the school first to be sure that the children are not away on a field trip, being tested, or involved in some other activity which would mean wasted time for the parent.

To help make your observation worthwhile, the following is suggested:

Read the program description in your copy of the proposal before you visit

When you arrive, take a few quiet minutes to look around:

- Is each child occupied? (A child just thinking is occupied.)
- Is the teacher occupied? (An observing teacher is occupied, and observation of children is essential to learning about their needs.) The aide, if any?
- Are materials orderly? Does storage space seem sufficient to help the teacher and the children keep things organized?
- Do bulletin boards show some of the things children are doing? Bulletin boards showing the children's work may not be beautiful, but the children like them better than teacher-prepared displays.
- Do children seem to know how to use materials and equipment properly?
- Do children seem to be working as the proposal describes?

Wait until you leave the classroom to make any written notes. It may disturb children to see your writing; they think you are grading them.

Watch one child until you have a good idea of what he or she is doing. This is especially important when there are many individual activities going on and everything may seem to be disorganized. If the child seems to know what he/she is doing, seems to be enjoying the work, knows what to do when he/she finishes a task, and knows how to get help from the teacher or another child if needed, then there is order behind the chaos. Watching one child at a time is less confusing to the observer.

Check with the teacher before working with or helping a child. It may be an important part of the lesson for the child to work independently.

The teacher or aide will be glad to speak with you briefly or answer a question; but please remember that the children come first. Longer conferences should be scheduled during non-class time when the teacher can give attention to your questions and comments.

Exhibit A-3d. Maryland Parent Involvement Material (page 1 of 1)

SAMPLE

OBSERVATION GUIDE FOR PARENTS

I. READING INSTRUCTIONAL PROGRAM (Overview)

	I Saw Evidence Of This	I Would Like To Know More About This
A. Has the school developed goals and objectives for the reading program.		
B. Has the school developed a philosophy of reading?		
C. What basal program(s) are most of the Title I students using at each grade level?		
D. How and why were these basals selected for use—teacher input, county decision, etc. Are they effective?		
E. What is the role of the reading teacher, Title I resource teacher, and other Title I staff personnel in the total reading program?		
F. What supplementary programs are being used to reinforce the basal?		
G. Are aides and other staff personnel usually involved in these activities? Are parents involved?		
H. How are the media center and media specialist used in reinforcing reading skills?		
I. How does the staff feel about the reading program? (Strengths, weaknesses, projections)		
J. Is there a skills checklist developed by county or school?		

Exhibit A-3e. Louisiana Parent Involvement Material (page 1 of 1)

ORLEANS PARISH

One of the ways Louisiana school systems involve parents in Title I is the Title I Community Liaison Worker program in Orleans parish. This program provides a link between the school and the community.

The Community Liaison Worker Program is a component of the Title I Program in New Orleans dedicated to develop and maintain effective parent involvement.

The Community Liaison Worker (called CLWs) are parents hired to establish and sustain the parent advisory councils.

The present structure provides CLW services to every Title I school based on the number of eligible children. They are assisnged to participating school to:

Establish and maintain PACs
Form a corp of parent volunteers
Establish contact with community agencies and resources
Make more home visits
Increase or maintain the involvement of parents in Title I activities.

There are 38 CLWs serving 57 elementary schools for the 1980-81 school year.

WANT MORE INFORMATION CONCERNING THIS PROGRAM? CONTACT:

Natalie K. Young
Coordinator Community Involvement
Orleans Parish Schools
731 St. Charles Avenue
New Orleans, Louisiana 70130

Exhibit A-3f. California Parent Involvement Material (page 1 of 4)

PARENT INFORMATION PROGRAM

INFORMATION

VOLUNTEER HANDBOOK

Duplicated by
Parent Information Program
Elementary Education Division
California State Department of Education
Sacramento, California 95814

February 1978

TABLE OF CONTENTS

INFORMATION

Page

Introduction and Objectives 1

What Qualifications Do I Need? 2

Code of Ethics for Volunteers 3

Volunteer Duties 4

Children Learn What They Live 6

Suggestions for Volunteers 7

A Bill of Rights for Volunteers and
A Code of Responsibility 9

Guidelines for Positive Human Relations 11

Volunteer Self-Evaluation Form 12

A Glossary of Terms 14

Bibliography 15

SUGGESTIONS
FOR
VOLUNTEERS . . .

*Call the student by name at each opportunity.

*Listen attentively to the student. Encourage him to watch you as you talk. Working across from each other helps the reinforcement of speech better than working side-by-side.

*Start where the student is successful in the subject matter and proceed slowly into what he needs to learn. Always end the session with a successful experience.

*Praise the student for even the smallest success.

*Observe the total student, and carefully watch his responses as you work.

*If you are tutoring, keep a daily record of the work and the progress made, and any other observations you feel are important.

*Approach a subject (reading, math, etc.) in a very specific way. In planning with the student, keep your expectations few, short and clear. Present positive alternatives instead of negative ones.

*Volunteers should remember that each session is also a language experience with speaking, listening, reading and writing. The volunteer is to set an example by speaking in a quiet controlled voice.

*Volunteers, by example, can teach appropriate behavior; they show by demonstration the quiet way to enter a room, how to pull a chair out, and how to sit down gracefully. By being polite to the student, they help him to learn good manners and to develop acceptable characteristics.

*Leave the technical job of teaching to the teacher. Volunteers support and supplement the instructional program of the classroom teacher; the volunteer role is assistance, not replacement.

*A volunteer should be capable of adjusting to the teachers's way of doing things and be able to follow directions.

INFORMATION

*Become familiar with school and classroom policies and practices.

*Sign the attendance record sheet on each day of service.

*Whenever possible, attend all pre- and inservice workshops provided for the training of volunteers.

*Communicate regularly with the teacher via meetings, notes or telephone.

*Act as a positive and enthusiastic source of information about the volunteer program.

*Be flexible! Don't be afraid to admit your mistakes; nobody is perfect. Students are delighted with this honesty. It gives them a chance to "teach" you, and an opportunity for the two of you to learn together, which is important both academically and personally.

*Be patient--remember, teachers and students are human. They will have good days as well as bad days and will not perform at 100 percent efficiency all the time. . . NO ONE DOES!!!

. . . FINAL SUGGESTION

*BE AWARE AND READY TO ACT
It is not easy to know when to give assistance. Always try to allow time for the child to make some effort or attempt toward accomplishment and judge from there. If he can manage, let him! Lend encouragement but move only to prevent frustration or catastrophe.

INFORMATION

4. Involving Parents Through Councils

School and District Advisory Councils were required under the Title I legislation and a great many documents sent to us by states focused on councils. While councils are no longer required, it is clear that they are an option that districts may choose. Consequently, some the more noteworthy materials we received regarding councils are presented here.

The first example is an 11-page document prepared by Oklahoma. It presents some basic requirements for councils and then offers helpful suggestions regarding possible structure and activities.

The next three examples in this section have to do with council procedures. Sample bylaws are presented from the South Carolina Title I Manual. A sheet describing procedures for decision by consensus prepared by Oregon is presented next; and lastly a sheet from Wisconsin providing suggestions for making motions is presented.

For additional information on simplified parliamentary procedure, Pennsylvania sent us a brochure developed by the League of Women Voters describing Robert's Rules of Order. It is available from the League of Women Voters of the United States, 1730 M Street N.W., Washington, D.C. 20036, Pub. No. 136, for 30 cents. Quantity prints on request.

To recap, the examples that follow this section are:

		Page
a.	Parent Advisory Councils, Oklahoma	99
b.	Sample Bylaws, South Carolina	111
c.	Procedures for Decision by Consensus, Oregon	115
d.	Suggestions for Making Motions, Wisconsin	117

Exhibit A-4a. Oklahoma Parent Involvement Material (page 1 of 11)

Parent Advisory Councils

Purpose

Congress realizes the importance of involving parents in the education of their children. The Title I project is an intensive effort which includes parents serving in a key role. Congress specifies in the Title I law the requirement that parent advisory councils be formed to insure that parents will have an active voice in planning, implementing, and evaluating the Title I program. Congress requires that both school and district level parent advisory councils be formed.

Basic Regulations

"Each local educational agency shall demonstrate . . . that it has established an advisory council for the entire school district . . . (and) an advisory council for each school. . . ."

Each parent advisory council will:

1. Have as a majority of its members parents of current or projected participating students.

2. Have a membership elected by parents in the designated school attendance area(s) according to an established procedure which is on file.

3. Be given responsibility for advising the school district in the planning, implementation, and evaluation of the program through a series of scheduled activitites.

4. Receive sufficient information for each council member to function in an appropriate capacity.

5. Formally meet to provide parents of students to be served an opportunity to submit comments relating to this program application prior to its submission.

6. Receive appropriate training and orientation to assist it in carrying out its functions as required.

Membership

The school district, with the assistance of the district advisory council, will outline the membership procedure for school and district advisory councils. All the parents and general public must be given advance notice of when, where, and how the election will take place.

Any parent who has a child eligible for Title I may take part in choosing the council's members; however, the district may limit membership to the district council to representatives from the school councils.

School District Responsibilities

Your PAC is not alone on the field with no one to suggest plays or to run interference for it. The school district has the duty to help in any way it can, and is required to make available to each PAC:

1. Copies of the Title I laws, federal and state Title I regulations and guidelines, and program directives.

2. Appropriate training materials and orientation to assist in carrying out PAC responsibilities.

The school district shall provide each PAC with the following:

1. Copies of the current Title I application, prior applications, needs assessment summaries, progress reports, evaluations, and other related project information.

2. Procedures for coordinating its responsibilities and functions with the school district, including listening and responding to parent recommendations and suggestions.

Parent Advisory Council Responsibilities

The PAC is the group which serves to promote active parent involvement in planning, carrying out and determining the effectiveness of the Title I program. The PAC has the following responsibilities:

1. To operate under procedures which are adequate to insure timely meetings and the maintenance of minutes of such meetings.

2. To review Title I regulations, guidelines, and program directives.

3. To participate in orientation regarding the Title I program and to review Title I program documents submitted by the school district (e.g., application, needs assessment, progress reports, and evaluations).

4. To consider the special educational needs of the children to be served by Title I, provide an opportunity for parents of participants to present their views, and to make recommendations concerning programs to address the greatest educational needs of participating children.

Review and Complaint Procedure

The State educational agency shall establish procedures for investigating complaints alleging violations of Title I or Title I regulations.

In accord with federal requirements, the Oklahoma Department of Education has established a procedure for hearing and resolving complaints of alleged Title I violations which consist of:

1. A series of actions for resolving the complaints of parents at the local level.

2. An appeal process should local action not be acceptable to the parent(s).

3. Provisions for the gathering and presentation of evidence.

4. Specific time limits for hearing of the complaint and the rendering of a decision concerning the complaint.

Definition and Purpose

The improvement of Title I services to children is a common goal of parents and school district personnel. Parent advisory councils make a special contribution to achieving that goal by serving as advisors to the school district and by their active review and approval of the district's Title I application.

Basic Regulations

". . . procedures shall include provision for affording timely and adequate notice to the parents and the general public . . . of the time, place, and method whereby such election would be made."

LEAs must be able to document that their PAC "has been given responsibility for advising the local educational agency in the planning, implementation, and evaluation of such program or project."

"That all parents of children to be served have had an opportunity to present their views concerning the application to the appropriate school council, and that each council has had an opportunity to submit its comments to the local educational agency which shall consider such comments in determining whether or not the application shall be approved and submitted to the state educational agency."

Federal regulations require that each parent advisory council be given the opportunity to review and comment on the school district's Title I application before it is submitted to the state for approval and funding.

Possible Organization

The federal regulations do not dictate a specific PAC leadership structure. However, the regulations do require local school districts to provide PACs with a considerable amount of information throughout the course of a year and the PAC is expected to consider, to review, and to act upon that information. If a PAC does nothing else, it is expected to review the district's application for Title I funds, and to approve or disapprove it.

The form of your organization should be as simple, or as complicated, as is required to enable your PAC to accomplish what it wants to accomplish. A PAC

whose members seek involvement in project planning and evaluation, and who maintain an active interest in day-to-day project activities, will require an organization which supports such involvement.. Such an organization might have some, or all, of the following characteristics:

1. An organized leadership structure such as chairperson, vice-chairperson, secretary.

2. A PAC calendar of activities related to a schedule of meetings, which leads up to review and approval of the Title I application in the spring.

3. A self-appraised procedure by which concerned members can determine how well (or poorly) PAC objectives are being achieved.

4. A procedure or plan to notify members of meeting dates.

Elected Officers and Standing Committees

In this traditional approach, members of the organization are nominated and elected to the offices of chairperson (or president), vice-chairperson, and secretary. There are good reasons to consider two-year terms for PAC officers. Title I project activities can be complex and newly-elected leadership often requires start-up time to learn the ropes. Two-year terms enable a PAC to profit from the on-the-job training time invested in its officers. If, moreover, two-year terms are staggered, new officers will always benefit from the presence of experienced officers on the management teams.

Hints for Electing Officers

1. Notify members of election time and place.

2. Nominate canidates and ask for volunteers for chairperson.

3. Give each candidate time to tell his qualifications and why he wants to be elected.

4. Provide each member a slip of paper on which to write his selection for the office.

5. Have two persons tally votes and announce winner.

6. Repeat this procedure for each officer.

Appointing Committees

The chairperson should appoint committees with the consent of the members. It is important that the committees know what they are to accomplish and be given any assistance that they need. It usually helps to set up a timetable for committee work so that a meeting can be set to discuss their findings.

A final note: As in so many other things, there is no "correct" way to organize your PAC. Experiment with different approaches until you find the type of organization you are comfortable with.

Bylaws

Bylaws are simply a set of rules, agreed to by a majority of the members, that specify how the organization is to be run. Bylaws state generally accepted rules about the structure and operation of the organization, such as:

1. Its name, such as Ford District Parent Advisory Council.

2. Its purpose-- ". . .To advise the school district in the design and operation of compensatory education programs funded under Title I ESEA."

3. Terms and conditions of memberships--who may and may not belong, and for how long; how and when new members are elected; members rights and responsibilities.

4. Officers--titles, duties, and terms of each office.

5. Election procedures--how and when officers are nominated and elected; how they may be replaced between elections.

6. Committees--how and why PAC committees are to be organized; how and when members are appointed to them, replaced, or removed.

7. Meetings--how often, or on what sort of schedule the PAC should meet; what constitutes a quorum; what procedures govern the conduct of meetings.

8. Amendements--how bylaws can be changed.

The adoption of a set of bylaws is not important in and of itself. However, the act of working up a set of bylaws provides the opportunity for you to determine how your PAC will function.

Once your PAC's bylaws have been written they should be officially approved by both the PAC and the school district. District approval might take the form of the superintendent's or school board chairperson's signature.

PAC Activities

While it is not practical to suggest a single activity schedule here since every PAC is different, one approach to scheduling your PAC activities is outlined below. It reflects only a part of the activities in which your PAC might engage.

1. Early in the fall find out when the next year's application must be submitted to the State Department of Education. Schedule a meeting before that submission date.

2. Then decide if your PAC wants to actively participate in project design. If so, meet with the project director to determine how the PAC can cooperate in that activity. Find out when needed information can be made available (evaluation reports, needs assessment data, school selection data, etc.) and appoint review committees as appropriate. Schedule a series of PAC meetings at which committee reports can be submitted and discussed.

Planning a PAC Meeting

1. Decide what items you want to cover and plan agenda.

2. Mail meeting notices to members, staff and parents well in advance (about two weeks). Specify date, time, place, and agenda. You might want to include a tour of the Title I classrooms.

3. Follow-up reminders, by phone or second notice, a day or two before the meeting help to insure a good turnout.

4. Plan for refreshments.

5. Start on time.

6. Set a time limit for the business meeting and stick to it.

7. Allow time for questions and answers.

8. Arrange to have minutes distributed to all members within a reasonable time after the meeting.

Definition and Purpose

Training is an organized activity through which PAC members learn about Title I, their project, and their rights and responsibilities. Training may be conducted by experienced PAC members, by school district staff, by State Department of Education personnel, or by consultants. Training should result in your parent advisory council playing a stronger advisory role in the planning and evaluation of your Title I project. Finally, training should lead to a closer working relationship between PAC members, Title I parents, and school district personnel.

Possible Activities

As one of its first activities Title I administrators and the PAC chairperson should plan an information and training program for the year. The training should start with a general orientation relating to planned PAC activities.

Orientation should provide those in attendance with a basic understanding of Title I and parent involvement, the local Title I project, and the parent advisory council. It should also assist your PAC to decide what steps to take next and to lay out a schedule of activities for the rest of the year.

After the orientation, the balance of the year's training schedule depends on a number of things--how well your PAC is organized, what project activities are of interest to your fellow members, and what sorts of problems have begun to show up.

If your PAC is already organized your members may want to take up specific project activities such as needs assessment or monitoring. The important thing to remember, though, is that training in such subjects ought to be organized in response to your members' interests and needs.

It might seem that a well-organized and active PAC need not bother with a training schedule. But new people, with new interests and ideas, will always stimulate new directions and approaches for the PAC to explore. For example, you might want to experiement with new forms of organization and leadership, or you might want to improve communication between PAC members and district personnel. The need for training is continuous, regardless of how long or how well your PAC has been organized.

The question to be asked in setting up your training schedule is, "What training do we want and need, and when shall we have it?"

Just a word about how your PAC training sessions might be conducted. There are many wasy you can go--single speakers, team trainers, small group discussion, role-playing, classroom visitations, and combinations of the above. Whichever approach you choose, always encourage your fellow members to ask questions and to express their personal concerns. The active participation of all PAC members is important. Well-organized training sessions will ensure the continuing interest and involvement of both old and new members.

What to Cover

Your training program might want to include training on these topics:

1. An overview of Title I, highlighting the major federal and state rules and regulations.

2. An introduction to your school district's Title I project with a review of the approved application and staff description of actual operations.

3. An overview of parent involvement and the role of parent advisory councils as defined by federal and state guidelines.

4. An introduction to parent involvement at the local level through a review of your PAC's history, past activities, and accomplishments.

How to Set Up Training Sessions

1. Find out what members of council feel they want to learn. These ideas may be combined and the group may vote on topics for workshops.

2. Select resource person and materials for the workshop. These may be district personnel or outside consultants.

3. Plan time and date for worksnop convenient for both resource person and PAC.

4. Find suitable meeting place and arrange for PAC to use it. Be sure there are enough chairs, tables, and other needed equipment.

5. Notify members of workshop.

6. Plan for refreshments, name-tags, and sign-in sheet.

7. Arrange for handout material if needed. Be sure you have extra copies for unexpected visitors.

8. Plan a way to get participants' reactions after the workshop. This can be done by having an evaluation sheet filled out after the workship while it is fresh in their minds.

9. Reconfirm all arrangements prior to event.

Resources

Several resources are available to support your PAC training activities:

School District. The Title I director and staff should be your principal training resource. The school district is required to provide copies of the Title I regulations and a description of your district's Title I project. Since the district also provides in-service training for Title I teachers and aides, PAC members might attend some of those sessions to learn about the procedures and methods they use.

Consultants. There are a number of qualified persons and organizations competent in communication and leadership training, in Title I project design and development, and in PAC requirements and procedures. There are also persons who have developed successful Title I programs. They can help you plan and conduct orientation and skill development workshops.

Experienced PAC Members. Experienced PAC members are an important resource, They can orient new PAC members to the district's Title I project and to those activities which are a part of the local PAC life.

Other District PAC. You might invite PACs from neighboring districts to cooperate in the conduct of joint workshops for parents and district personnel.

Title I Funds. PAC training costs are a proper expense under Title I regulations, and can be provided for in the district's Title I budget. Such training-related costs as tuition, transportation, babysitting, and meals for PAC members can be reimbursed, as can consultant fees for technical assistance.

Definition and Purpose

Keeping parents interested is necessary to maintain an active Parent Advisory Council. Following are tips on how to attract members and provide them with a feeling of accomplishment.

Hints for Notifying Parents

Right after the school selects the children to be served their parents should be informed. This is a convenient time to invite them to attend PAC meetings. Some suggestions for reaching parents include:

1. Phone calls by parent volunteers, aides, etc.

2. Home visits by parent volunteers, aides, etc. You may wish to call ahead of time or leave a note if no one is home.

3. Notices can be sent home with students. You cannot always depend on this method since many notes don't make it to the parents.

4. Letters may be mailed. This, however, may be expensive. To get the most for your money you may want to include meeting notices with newsletters and other literature.

5. Neighborhood coffee meetings might be held at a parent's home. Parents may be encouraged to attend by talking to someone directly. This is a good way to get information for needs assessment.

6. Invitations may be sent to parents inviting them to an open house.

7. Social activities such as picnics, potlucks, field days, etc., may be held in evenings or on weekends.

8. Neighborhood newspapers, radio stations, flyers on community bulletin boards, and community service agencies may be able to assist you in publishing meetings or activities.

All of these approaches require that you know who the Title I parents are in order to recruit them. The best way to get that information is to obtain a list of names of parents from the Title I staff as soon as the children have been selected for the project. Recruiting from such a list will help you to satisfy the requirement that a majority of the PAC members be parents of children served by the project. However, we cannot infringe upon a parent's right to privacy. Only those parents who have given their consent can be identified as being parents of children receiving Title I services.

Recruiting

A PAC can go about recruiting new members just about any way it wants, so long as members are ". . .elected by the parents in each school attendance area."

Whatever approach to recruiting you adopt, one thing must be kept in mind--most parents will be interested in Title I and will be willing to serve in your PAC because of their own child's involvement. They should be given every opportunity to voice their own concerns and interests. Their role in Title I and the PAC should be described, wherever possible, in terms of helping their own and other children. Given that understanding, there are several ways to approach a prospective member.

Once members have been recruited there remains the business of keeping them--and keeping them active. The first and last rule to remember is, "Use them or lose them." The best way to do that is to make sure that each one works at some part of the project--whether in planning, in evaluation, or in direct services to youngsters. Parents will willingly stay involved only if by doing so they can contribute to the education of their children. They drop out when they feel that membership is for the sake of membership alone. Indeed, a PAC that has been organized just to satisfy government regulations is a waste of everybody's time.

1. Briefly describe the Title I project in your school and district and explain how students are selcted and served. A demonstration of the Title I project by teacher and students--perhaps as part of an open house--is an excellent way to tell folks how your project works.

2. Discuss the success of the project, talk about the achievement of all students served, and mention some individual success stories.

3. Explain the value of parent participation, and show how PAC recommendations or actions have improved your Title I project in the past.

4. Describe why parents are needed in the PAC and how they can contribute to their children's education. For instance, parents may serve on a needs assessment task force or evaluation committee, or may tutor in a classroom.

Hints for Making it Easier for Parents to be Active

Beyond that there are a number of things you can do to make it easier for parents to take an active part in continuing PAC activities:

1. Hold meetings at times and places most convenient for the members: weekday mornings when the children are in school, or evenings so fathers may attend; rotate meeting places among target schools, members' homes, and community agencies.

2. Mail meeting notices and agendas at least a week in advance; name a "committee-of-one" to call and remind all PAC members of meeting times and places.

3. Arrange car pools and babysitting swaps; provide babysitters where you meet; use the PAC budget, as necessary, to provide babysitting.

4. Schedule occasional potluck dinners, picnics, or luncheons to liven up your meetings.

109

Exhibit A-4b. South Carolina Parent Involvement Material (page 1 of 3)
SDE Illustration - Bylaws

In order to meet the procedural requirements for meetings the SEA offers these bylaws as a possible example. The wording takes the framework of a local school council but could be changed to reflect the organization of the district PAC as well.

ARTICLE 1

Name:

The name of the organization shall be the _____, hereinafter referred to as the Title I School PAC.

ARTICLE 2

Objectives:

The objective of the Title I School PAC shall be to assist the school to bring about the cooperation and coordination of community resources which may be of value to the school in the operation of the Title I program. The Title I School PAC shall provide advice and assistance and be involved in:

1. Planning the Title I Project
2. Developing the Title I Project
3. Operating the Title I Project
4. Evaluating the Title I Project

ARTICLE 3

Membership:

Section I

The PAC shall consist of ____ members.
Parents of participating Title I children shall comprise at least a simple majority of the Title I School PAC.

Section II

The term for members is one year, and until each successor has been elected and qualified, starting in October of each year.

Section III

The method of election of Title I School PAC members shall be as follows:

(Choose one of the models described on Pages 11-9 through 11-10 or another that would meet legal requirements and insert here.)

ARTICLE 4

Meetings:

Section I

The Title I School PAC shall meet on the second Monday evening in each month at the local school.

ARTICLE 5

Officers:

Section I

The officers of the Title I School PAC shall be a chairperson, vice-chairperson, and secretary-treasurer.

Section II

The officers of the Title I School PAC shall be elected for a one year term and until each successor has been selected and qualified.

Section III

The chairperson shall preside at all meetings of the Title I School PAC and may sign all letters, reports, and other communications of the Council.

Section IV

The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his/her absence.

Section V

The secretary-treasurer shall keep the minutes of the meetings, both regular and special, of the Council and shall promptly transmit to each of the members and to the school. He/she shall also keep accurate records of the Council's finances.

ARTICLE 6

Election of Officers:

Section I

The slate shall be presented to the general membership at its October meeting. Elections shall be held at the November meeting of the Title I School PAC. A ballot that includes the names of the nominees shall be mailed no later than two (2) weeks prior to the November meeting of the Title I School PAC.

Nominations may also be made at the November meeting.

Section II

Officers shall be elected by the vote of the members present, and a secret ballot shall be used. The election shall be conducted by the chairperson of a nominating committee.

ARTICLE 7

Quorum:

At the meetings of the Title I School PAC a quorum shall be constituted by those members who are present.

ARTICLE 8

Standing Committees:

Section I

The following standing committees shall be established to oversee required functions of the PAC:

(1) Membership
(2) In-service Training
(3) Complaint
(4) Dissemination

Section II

Each committee shall be composed of members of the PAC and shall be elected following the election of officers.

ARTICLE 9

Amendments:

Section I

These Bylaws may be changed by a 2/3 vote by the members present at the Title I School PAC.

Section II

The proposed amendment shall be sent out with the meeting announcement at least two (2) weeks before the meeting.

Exhibit A-4c. Oregon Parent Involvement Material (page 1 of 1)

TO USE WITH PAC'

This can be reviewed with the PAC and if appropriate, set up as the procedure for making decisions.

PROCEDURES FOR DECISION BY CONSENSUS

1. A person states the decision that is proposed.
2. Someone offers a paraphrase of the decision; that is, puts the decision in his or her own words.
3. The person proposing the decision judges the accuracy of the paraphrase. If it is inaccurate, repeat the process.
4. If the paraphrase is accurate, the person proposing the decision or the chairperson asks each group member, in turn, to state whether or not he or she can support the decision, and if not, to state an alternative, if he or she wishes.
5. If all persons agree to support the decision, consensus exists and the decision is made.
6. If one or more persons do not agree to support the decision, but offer alternatives, test each alternative by asking each group member whether or not he or she can support it. At this point, the decision is made official either by voting or by having group members make some visible sign, such as raising their thumbs, that they support the decisions and accept the conditions of consensus.
7. If consensus cannot be reached on existing alternatives, ask if there are other alternatives that anyone can suggest.
8. If no alternative can be found upon which consensus can be reached, try to locate reasons (for example, lack of information, inappropriate time to make the decision, etc.) why persons are unwilling to reach consensus.
9. If consensus is not reached, set a new time to attempt to make the decision.

CONDITIONS OF CONSENSUS

- o Everyone agrees to support the decision, though it may not be everyone's first choice.
- o Everyone agrees that he or she has had sufficient opportunity to influence the decision.
- o Everyone can state what the decision is.

Exhibit A-4d. Wisconsin Parent Involvement Material (page 1 of 1)

SAMPLE: SUGGESTIONS FOR MAKING MOTIONS

A motion is a proposed action for the parent council to consider. A motion is made by:

1. Member saying "Mr./Mrs. Chairperson" -- waiting to speak until the Chairperson acknowledges -- then stating the motion clearly. "I move that the parent council do a survey of parents to identify volunteer tutors to help in the Title I reading lab."

2. After the motion has been made, a member either says "I second the motion," without being recognized by the Chairperson or the Chairperson asks if there is a second to the motion.

3. If the motion gets a second, the Chairperson states "It has been moved and seconded that....."

4. The motion is now pending and can be considered for discussion.

5. Discussion is conducted by each member addressing the Chairperson.

6. After the discussion, the Chairperson asks, "Are you ready for the questions?"

7. The Chairperson restates the motion and says, "All those in favor of the motion say 'Aye'", and then "All those opposed say 'No'".

8. The Chairperson then announces whether the motion is carried or defeated.

5. Parents' Role in the Design and Implementation of Programs

Since responsibility for consulting parents regarding design and implementation of program remains in Chapter 1, suggestions for accomplishing this under Title I are presented here as a separate section.

The first example is from the state of North Carolina. It is a memo on parent participation in the planning, implementation, and evaluation of programs. We received a document with virtually identical information from Georgia. It appears this information was originally assembled by New Jersey. The North Carolina document is presented here because it contains an added suggestion that parents serve as monitors of the program and contains information on the Title I evaluation models.

The next example was prepared by Connecticut. It is a brief listing of possible activities for Planning, Implementing, and Evaluating. It is followed by excerpts taken from a handbook on Parent Involvement in Compensatory Education Projects produced by the Michigan Department of Education.

Following these examples two forms are presented. The first was developed by Oregon in order to gain needs assessment information from parents. The second was developed by Montana and asks parents to evaluate the program.

The examples for this section were taken from: Page

a. Memo on parent participation in planning, implementation and evaluation of programs, North Carolina (Georgia and New Jersey) 121
b. Possible Activities for Planning, Implementing and Evaluation, Connecticut 127
c. Excerpts from Parent Involvement in Compensatory Education Projects, Michigan 129
d. Needs Assessment Information from Parents, Oregon . 131
e. Parent Evaluation Form, Montana 133

Exhibit A-5a. North Carolina Parent Involvement Material (page 1 of 6)

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

JULY 8, 1980

MEMORANDUM

TO: REGIONAL ESEA, TITLE I COORDINATORS

FROM: Emmett N. Kimbrough, Asst. ASSISTANT DIRECTOR
PARENT INVOLVEMENT
DIVISION OF COMPENSATORY EDUCATION

SUBJECT: PARENT PARTICIPATION IN THE PLANNING, IMPLEMENTATION, AND EVALUATION OF TITLE I PROGRAMS

NOTE: *This information is intended for dissemination by the Region Title I Coordinator, if you deem it important for the district and school advisory councils in your regions. If there are questions, please call or write.*

PLANNING

DEVELOPING THE TITLE I APPLICATION

TASK - PARENT PARTICIPATION

IDENTIFICATION OF ELIGIBLE SCHOOLS

- REVIEW THE DIFFERENCE BETWEEN THE VARIOUS METHODS OF IDENTIFYING ELIGIBLE SCHOOLS AND MAKE RECOMMENDATIONS CONCERNING THE PREFERRED APPROACH.

IDENTIFICATION OF ELIGIBLE STUDENTS

- FIND OUT WHAT TESTS ARE BEING GIVEN.
- FIND OUT WHAT CUT OFF SCORE IS BEING USED TO DETERMINE PROGRAM ELIGIBILITY.

NEEDS ASSESSMENT

- HERE ARE SEVERAL KEY QUESTIONS YOUR PAC MIGHT ASK:
  - Is there a student group whose unmet educational needs should be considered?
  - Is there an organized needs assessment procedure in the district?
  - Is there a new source of information about student needs that should be used?
  - Are there other areas of concern that should be addressed?
- THE PAC CAN PARTICIPATE BY:
  - Helping to plan the process.
  - Participating in the collection of data, including parent surveys.
  - Helping district staff evaluate the information gathered.

SELECTION OF TARGET SCHOOLS

- TARGET SCHOOLS CAN BE SELECTED AS A RESULT OF ANSWERS TO SUCH QUESTIONS AS:
  - What other similar services already are being provided in eligible schools?
  - Which eligible schools have the greatest unmet basic skills needs?
  - What kinds of services should be offered, to what students, in what grade levels?
  - To what number of students should Title I services be limited in order to have the greatest impact?

DESIGN PROGRAM

- PROGRAM DESIGN ACTIVITIES SHOULD BE SCHEDULED EARLY ENOUGH IN THE YEAR TO PERMIT PREPARATION OF THE TITLE I APPLICATIONS, ITS FULL PAC REVIEW AND APPROVAL, AND SUBMITTAL TO THE SEA BY THE ESTABLISHED DEADLINE.

- PAC REVIEW - EARLY IN THE SCHOOL YEAR - OF THE PREVIOUS YEAR'S PROJECT, PARTICULARLY HOW WELL IT SATISFIED ITS OBJECTIVES, SHOULD BEGIN PROJECT DESIGN ACTIVITIES.

- THE BEST INSTRUCTIONAL APPROACH TO MEET STUDENT NEEDS SHOULD THEN BE DETERMINED. DECISIONS MUST BE MADE CONCERNING PROGRAMS TO BE TAUGHT, INSTRUCTIONAL STAFF TO BE HIRED, EQUIPMENT AND SUPPLIES TO BE PURCHASED.

IMPLEMENTATION

PARENT PARTICIPATION IN THE IMPLEMENTATION OF THE TITLE I PROGRAM

AFTER THE TITLE I PROJECT IS DESIGNED AND APPROVED, THERE ARE FURTHER IMPORTANT ROLES FOR PARENTS AND THE PAC TO PLAN IN ITS OPERATION. ORGANIZED PAC INVOLVEMENT CAN TAKE THE FORM OF:

- CALLING ON AND DISCUSSING THE PROJECT WITH OTHER PARENTS.

- SPEAKING BEFORE COMMUNITY GROUPS ABOUT THE TITLE I PROJECT.

- HELPING TITLE I STAFF PLAN SPECIAL PROGRAMS FOR PARENTS.

- DEVOTING A PART OF EACH PAC MEETING TO REPORTS FROM TITLE I STAFF.

- REVIEWING AND DISCUSSING PROJECT REPORTS SUBMITTED TO SPI.

- OBSERVING THE DAY-TO-DAY OPERATION OF THE PROJECT IN TITLE I CLASSROOMS.

- RECRUITING AND SCHEDULING VOLUNTEERS TO WORK AS TUTORS, AIDES OR RESOURCE PERSONS IN TITLE I CLASSROOMS.

THE MOST IMPORTANT FORM OF PROJECT PARTICIPATION BY PARENTS IS THE INDIVIDUAL CLASSROOM VISIT. IT PROVIDES THE OPPORTUNITY FOR PARENTS TO FIND OUT HOW THEIR CHILDREN ARE DOING AND HOW THEY CAN HELP THEM DO BETTER. INDIVIDUAL INVOLVEMENT CAN ALSO CONSIST OF:

- HELPING TO PLAN AND CONDUCT FIELD TRIPS FOR STUDENTS.

- HELPING TITLE I STUDENTS MAKE BETTER USE OF THE SCHOOL LIBRARY.

- WORKING AS A CLASSROOM AIDE OR TUTOR ON A ONE-TO-ONE BASIS.

- MAKING PERSONAL CALLS ON PARENTS OF OTHER TITLE I STUDENTS TO SHOW THEM HOW THEY CAN GET INVOLVED.

- PROVIDING TRANSPORTATION FOR OTHER PARENTS OR ARRANGING FOR BABY-SITTERS.

IT IS ALSO IMPORTANT FOR TITLE I PARENTS TO MONITOR LOCAL TITLE I PROGRAMS. MONITORING LOOKS AT WHETHER THE TITLE I STAFF IS CARRYING OUT THE PROJECT AS IT WAS PLANNED AND AS FEDERAL AND STATE GUIDELINES REQUIRE. MONITORING SHOULD BE DONE ON A REGULAR BASIS AND SHOULD BE SCHEDULED THROUGH APPROPRIATE SCHOOL OFFICIALS SO AS NOT TO DISRUPT CLASSROOM ACTIVITIES. PAC MEMBERS SHOULD BE TRAINED BEFORE ENGAGING IN FORMAL MONITORING.

- QUESTIONS TO BE ASKED IN MONITORING INCLUDE THE FOLLOWING:

  - Has all the staff called for in the application been hired?

  - Is the equipment purchased with Title I funds being used for project purposes?

  - Are adequate records being kept on student progress?

  - Are all the students being served really eligible for Title I?

- COMPLETED MONITORING REPORTS SHOULD BE GIVEN TO THE PAC CHAIRPERSON AND TITLE I DIRECTOR AND SHOULD BE FULLY DISCUSSED DURING PAC MEETING.

- IF FORMAL MONITORING BY THE PAC IS NOT OF INTEREST, PARENTS MIGHT CONDUCT INFORMAL VISITS TO THE CLASSROOMS AND DISCUSS PROJECT ACTIVITIES AND STUDENT PROGRESS WITH TEACHERS AND AIDES.

- *SOME QUESTIONS PACs MIGHT ASK ABOUT EVALUATION INCLUDE:*

  - *Have previous years' projects accomplished what they set out to do?*
  - *Are specific objectives for student gain realistic and appropriate?*
  - *Do the tests give an accurate picture of a student's progress?*
  - *Does the evaluation plan also provide for the day-to-day measurement of student progress?*

- *PACs CAN HELP IN THE EVALUATION BY:*

  - *Looking at previous years' evaluations to see if the right questions were asked.*
  - *Reviewing other districts' approaches to Title I evaluation.*
  - *Reviewing the educational goals of the present project to make sure they are reasonable and appropriate to children's needs and to the services being provided.*
  - *Studying the completed evaluation and recommending changes in the following year's program.*

TITLE I EVALUATION MODELS

USOE has developed three evaluation models. The regulations require each LEA to use one of these models (or an approved alternative) to evaluate Title I projects providing services in reading, language arts, and mathematics in grades 2 through 12. Although certain procedures are required to ensure valid estimates of Title I program impact, these models are intended to permit as much local flexibility as possible. Each of the models requires that students be given pretests (a test before or at the beginning of the student's entry into a Title I program) and a post test (a test after or at the end of the project period). The models are:

1. *THE NORM-REFERENCED MODEL.*
   A norm referenced test compares Title I students' performance with the performance of a sample of children who were tested to establish the "norm" or average level of performance for that test. This model uses pretests and post tests to determine the extent to which Title I students' performance improved during program participation.

2. *THE COMPARISON GROUP MODEL.*
In this model, the performance of Title I children is compared to that of a similar group of students not receiving Title I services. Each group of children is given pretests and post tests and the scores of the two groups are compared to determine the difference in performance between children who participated in the Title I program and children who did not participate.

3. *THE SPECIAL REGRESSION MODEL.*
In this model, a group of children is given a pretest. Title I services are provided to children scoring below the cut-off. Children scoring above the cut-off are used as the comparison group. Subsequently, both groups are given a post test. By using statistical procedures called the "regression model" the post test scores of the two groups of children can be compared to determine how much the Title I program improved Title I students' scores beyond the level at which they would have been expected to score had they not received Title I services.

EVALUATION SCHEDULES

With the new three year local Title I evaluation requirements, it is important to ensure that a representative number of LEAs in each state conducts evaluations during each of the three years. Thus, USOE has worked with SEAs to develop evaluation schedules. SEAs will inform LEAs of the year in which they are to conduct their Title I evaluation.

CREDITS: The above information was provided in part by the New Jersey State Wide Parent Advisory Council, ESEA Title I.

ENCLOSURES: Included are six copies (booklets) of highlights from the USOE Regional Parental Involvement Workshop, Jackson, Mississippi, February 25-27, 1980. This office received fifty (50) copies.

ENK/ec

Exhibit A-5b. Connecticut Parent Involvement Material (page 1 of 1)

Under Title I regulations, Parent Advisory Councils have responsibility for advising the school district on planning, operating and evaluating the Title I program. To do so, PAC members must receive information and training. Suggestions for activities in each of these areas are presented below.

1. Planning

   a. Develop and distribute to parents in the attendance area a Title I needs assessment questionnaire. Summarize the results of the questionnaire and make program recommendations to school officials.

   b. Conduct interviews with Title I staff on ways to improve the program. Present interview findings to school officials.

   c. Develop an itemized budget for the coming year's parent activities.

2. Implementing

   a. Conduct in-school observations of Title I projects in the district. Prepare a report of findings and present it to school officials.

   b. Identify ways in which parents can assist teachers in the classroom or can participate in special Title I events such as field trips and after-school activities.

   c. Identify community people and resources with which the Title I program can be coordinated in order to extend and enrich the Title I program.

3. Evaluating

   a. Invite the program evaluator(s) to present Title I evaluation results. Make suggestions on how the program (or the evaluation design) can be improved.

   b. Develop a special instrument to obtain parents' evaluations of the Title I program and present these findings to school officials.

   c. Design and conduct an evaluation of the school district's PAC organization. Develop and report of findings, with recommendations, and share it with all parents. Make changes and improvements where appropriate.

Exhibit A-5c. Michigan Parent Involvement Materials (page 1 of 1)

What Should an Advisory Council Do to Help Plan the Project?

Identify pupil needs . . . review available test results, help give additional tests, observe pupils in school, check pupil skills at home, give own ideas about pupil needs.

Help with the project design . . . study and evaluate other compensatory education projects, review alternative teaching methods and materials, give own ideas about promising methods and materials, decide how advisory council members will help with project activities.

Plan for evaluation . . . review possible evaluation methods and materials, give own ideas about ways to evaluate the project, decide how advisory council members can help with evaluation.

How Should an Advisory Council Help Implement the Project?

Work on project facilities . . . carpentry, decorating, furnishing.

Work on project materials . . . organize and take care of prepared materials; make games, charts, booklets, etc.

Help find community resources . . . locate people to contribute talents, materials and services; find sites for field trips or projects.

Help give instruction in school . . . tutoring, group activities, checking pupil work, keeping records.

Help with special activities . . . field trips, projects, performances, etc.

Work with pupils at home . . . home tutoring, projects, excursions, etc.

Help solve problems that arise . . . meetings, discussions, volunteer assistance.

Monitor the project . . . compliance with rules and regulations.

What Should an Advisory Council Do to Help Evaluate the Project?

Observe project activities . . . watch for successes and failures, compare with projects in other schools and districts.

Check on pupil progress . . . examine test results, watch for signs of progress at home, keep in touch with school staff.

Help with testing . . . pre-tests, post-tests, progress tests, records.

Give own observations and recommendations . . . project successes and failures, ideas for improvement.

Exhibit A-5d. Oregon Parent Involvement Material (page 1 of 2)

NEEDS ASSESSMENT --- 1977

PARENTS

IMPORTANT---PLEASE RETURN THIS FORM IMMEDIATELY !!!!!!

The Roseburg School District provides extra help for children who have learning difficulties through the federally funded Title I program of the Elementary and Secondary Education Act.

Each year parents are asked to express their views on how they feel this extra money can best be used for extra help in our school district.

PLEASE TAKE THE OPPORTUNITY TO EXPRESS YOUR OPINION BY FILLING OUT THE QUESTIONNAIRE BELOW.

As a concerned parent, where do you think that these limited funds should be spent to give children with special needs extra help?

REMEMBER: The federal guidelines require that this extra help be in the skill areas only.

1. SKILL AREAS: List your first, second, and third choices only.

YOUR CHOICE	SUGGESTED CHOICES	
1st_____	Reading	Grammar
	Arithmetic	Vocabulary
2nd_____	Speech Therapy	Counseling
	Handwriting	Other (Please state)
3rd_____	Spelling	

Comments:_____

_____

2. AT WHAT GRADE LEVEL SHOULD THE MAJOR EMPHASIS BE PLACED? List your first, second, and third choices only.

YOUR CHOICE	SUGGESTED CHOICES	
1st_____	Kindergarten	Junior High School
	1st through 3rd	Senior High School
2nd_____	4th through 6th	Summer School
		Other (Please state)
3rd_____		

Comments:_____

_____

Exhibit A-5d. (page 2 of 2)

NEEDS ASSESSMENT FORM FOR PARENTS---page 2

3. CHILDREN WITH UNUSUAL NEEDS: List your first, second, and third choices.

YOUR CHOICE	SUGGESTED CHOICES	
1st_____	Slow Learners	Learning Difficulties
2nd_____	Mentally Retarded	Behavior Problems
3rd_____	Gifted	Dropouts
	Visual/Hearing Difficulties	
	Other (Please state)	

Comments:_____

_____

4. EXTRA HELP FOR PARENTS OF CHILDREN WITH SPECIAL NEEDS: List your first, second, and third choices only.

YOUR CHOICE	SUGGESTED CHOICES	
1st_____	Loan of Materials	Activities for Parents
2nd_____	Parent Volunteer Programs	
3rd_____	Classes for Parents--How to help a child who is having learning difficulties.	
	Communication development between school, parent, and child.	

Comments:_____

_____

Please fill out one questionnaire per family and return it to your child's teacher by April 22, 1977.

Your continuing cooperation and support are greatly appreciated.

Grades of your children_____

Names of schools your children attend_____

Use back of paper for any additional comments

Exhibit A-5e. Montana Parent Involvement Material (page 1 of 1)

_____
Date

Dear Parents,

In order for us to evaluate our Title I Reading and Math Lab program we would like you to answer or comment on the following questions. Thank you for visiting the Lab and for filling out this sheet.

_____
Lab Teacher

1. Are you informed about the Title I program and the Reading and Math Lab?
   Would you like to know more about this program?

2. How do you think your child feels about being in the Lab?

3. How do you feel about the type of extra help your child (children) is (are) getting?

4. What do you like about the Lab?

5. What changes, if any, have you noticed in your child since he or she has been in the Lab?

6. In your opinion, what do you feel we could change to make it a better program?

7. Would you be interested in serving on the Ponderosa School Parent Advisory Council? If so, please sign your name so that we can put it on a ballot to be voted on at a PTA meeting. We need three parents and one alternate to serve for the next school term.

_____
(your signature)

8. If you have any other comments we would like you to write them here. Thank You!

B. Methods of Providing Information to Parents and Staff on Parent Involvement

The examples in the preceding sections focused on the forms that parent involvement can take. In this section we will provide examples of the various methods states and LEAs have used to convey information regarding parent involvement. The following methods were used most frequently and are described in this section:

1. Handbooks
2. Newsletters
3. Workshops/meetings
4. Audio Visual Materials
5. Resource Centers
6. Parent-Teacher Conferences/Home Visits/Informational notes sent home with children

1. Handbooks

Probably the most common method for providing information on parent involvement was the Handbook. These varied in size and format. Most states produced their own, several states acknowledged the use of another state's materials and a few states indicated that they found a document prepared by the U.S. Department of Education to be extremely useful. This document is Title I ESEA. Working With Schools: A Parent's Hndbook (ED Publication No. 79-07109. Available from the Superintendent of Documents).

Most examples of handbooks that we received were produced by the State Department of Education, distributed to LEAs who either used them as references or gave them to parents. Some of the handbooks focused on Title I generally with subsections devoted to parent involvement. Others addressed parent issues exclusively.

The first example in this section is a slight variation on the handbook theme. Massachusetts has taken an interesting approach to informing people regarding effective parent involvement. They have produced a brief booklet on Exemplary Title I Parent Advisory Councils in Massachusetts. The booklet provides brief synopses of the first four Title I parent advisory components validated in Massachusetts by the State Department of Education. It is an effective way of presenting ideas and crediting the originators of those ideas.

As stated previously, parent handbooks were developed by many states. Since these are generally quite lengthy, it is not possible to reproduce all of them here. In order to provide examples of the scope and content of these handbooks, portions from three are presented, the title pages and table of contents from two Oregon handbooks; one handbook is for staff and one for parents. The handbook prepared by the state of Washington is particularly attractive. To give an idea of the scope of this document, the cover page, introductory page, and summary pages for each of the four chapters are presented.

Although not strictly a Title I/Chapter 1 publication, a useful document has been prepared by the Southeastern Public Education program and the American Friends Service Committee. It is entitled The South Carolina Public School Sourcebook: A Parent/Citizen's Guide to Using and Improving the State Education System. To quote the introduction: "This Sourcebook serves a dual purpose. It tries to enlarge the average parent or citizen's view of the public school system to include the important State role. But it can also serve as a valuable reference work for state and local school advocates, school advisory councils, parents with particular problems or concerns, journalists who report on school affairs, and many others."

The basic chapters of the book give information on such topics as SEA organization and how to get information on local schools. In addition there is a glossary chapter which is followed by a resource section. Added to this format are "information boxes" containing "...bits of wisdom we think are particularly appropriate for parents and others who set out to have a positive impact on the public school system." These boxes are indexed by chapter. The book is attractively illustrated with drawings and cartoons.

Chapter 5, entitled "Parent/Citizen Involvement in State Spending for the Schools" not only gives information on the budgeting process in the state but gives advice on steps to take to influence this process. In addition, an imaginary "Tale of Parent Involvement" suggests techniques to use in successful budget lobbying. The glossary includes a description of Title I and the Title I complaint procedure. There are many ideas in this book that could be tailored to Chapter 1.

In summary, the examples presented in this section are taken from:

		Page
a.	Exemplary Title I Parent Advisory Councils in Massachusetts, Massachusetts	137
b.	Parent Advisory Councils in Oregon, Oregon	143
c.	Parent Advisory Councils in Oregon: A Resource Book for Parents, Oregon	145
d.	Title I: An Opportunity for Growth, Washington	149

Exhibit B-1a. Massachusetts Parent Involvement Material (page 1 of 5)

EXEMPLARY TITLE I PARENT ADVISORY COUNCILS IN MASSACHUSETTS

Foreward

The involvement of parents
in the goals of any kind of compensatory
education program is a necessary asset.

This booklet provides an overview of the first four Title I parent advisory components validated in Massachusetts by the State Department of Education. Validation is recognized as a process which, through the collection and presentation of sufficient evidence, identifies exemplary practices.

By validating Title I parent advisory components, the compensatory education field, as well as other audiences, are provided with greater assurance both of the efficacy of involving parents in the education process and of the best ways to involve them. As a result of this process, it is possible to reproduce their success at other sites.

The implementation of this validation process is due to the combined efforts of the Massachusetts Department of Education: the Title I Dissemination Project; RMC, the Title I Technical Assistance Center; and the Massachusetts State Parent Advisory Council. By working in a continuing partnership, representatives of these agencies have been able to strengthen the evaluation and dissemination of exemplary Title I practices.

Special thanks to each local school system who participated in this validation effort. The diligent and careful preparation of materials at the local level is crucial to the process. Appreciation is also extended to the onsite validation team members whose participation was completely voluntary. The onsite tasks are critically important in the effort to link empirical data to observed phenomena.

These three areas, for example, all relate to decision making - the central aspect of the council's role. Evidence of subcommittee activity, decisions and council impact is identified and documented in meeting agenda, minutes and committee reports or written correspondence by PAC representatives to school administrators.

Once such documentation is compiled, it along with the Parent Involvement Checklist are submitted to a committee appointed by the state Title I office. This committee, consisting of experienced PAC members, educators and individuals experienced in evaluation and dissemination, looks for consistent evidence that the parents were involved in the Title I program. If such evidence is present, a one day onsite visit by a validation team is scheduled. The validation team is composed of veteran PAC members, parent coordinators and Title I project directors. The validation team completes an interview with parents and the project director of the Title I program. The team gathers additional details concerning the checklist and its documentation. Based on the information collected during the onsite visit, the validation team either recommends or rejects the nomination of the parent component of the Title I project for validation.

A review of the validation team's report and the validation of the PAC by the Massachusetts Department of Education, Title I, ESEA office completes the process. (Validation is not guaranteed at any time during the process, final determination is made by the state.)

Once the PAC is validated, a description of its activities is published and distributed throughout the Massachusetts Title I community. In addition, each validated PAC may be invited to participate in other statewide dissemination efforts. One example is the presentation of PAC activities at the Annual Title I Conference. Finally, it is hoped that the validated PACs will be interested in taking the major step of seeking national validation through the Joint Dissemination Review Panel and national dissemination through the National Diffusion Network.

LOCATION

Lowell School Department
89 Appleton Street
Lowell, Massachusetts

Project Lowell

CONTACT PERSONS

PAC		Title I Director
Chairperson	Norman Reynolds	Everett Olsen, Jr.
Vice-chairperson	Pauline LaRochelle	
Coordinator	Ann Murray	459-7168

DESCRIPTION

The single word which capsulizes this Title I Parent Program is "outreach" ... for essentially that is what the city parent advisory councils, local school workshops, newsletters, booklets, parent liaisons, bilingual aides, parent courses, conferences, and home/school meetings are all about. The ultimate goal of Lowell's Parent Program is to keep parents informed and updated about the Title I program as it operates in the school setting and to help parents function more effectively in their home setting.

Emphasis is placed on parent training at various meetings during the year. Topics and issues addressed include decision-making, Title I's role in the city's education process, career education, magnet schools and the Title I bilingual program.

The PAC's active participation in the program is evidenced by its co-planning and scheduling of activities with a Title I teacher in each of the 22 schools.

KEY FEATURES

Parent program

Bilingual newsletter, intercommunity conferences and publicity

Parent-teacher communication strategies

LOCATION

Peabody School Department
210 Washington Street
Peabody, Massachusetts

Continuous Progress

CONTACT PERSONS

PAC		Title I Director
Chairperson	Jeanne Sulesky	J. Paul Veronese
Vice-chairperson	Dianne Pasgkowski	
Coordinator	Anita Buchanan	531-1600, Ext. 117 118

DESCRIPTION

The Peabody District Advisory Council is composed of parent representatives from all nine schools receiving Title I services. They meet regularly, once a month. In addition, they have special meetings and workshops for all parents of Title I children. For example, there is the Systematic Training for Effective Parenting (STEP) program. Other workshops include: Coping with Stress, Improving Communication, Good Nutrition, Helping Children to Succeed, and The Single Parent.

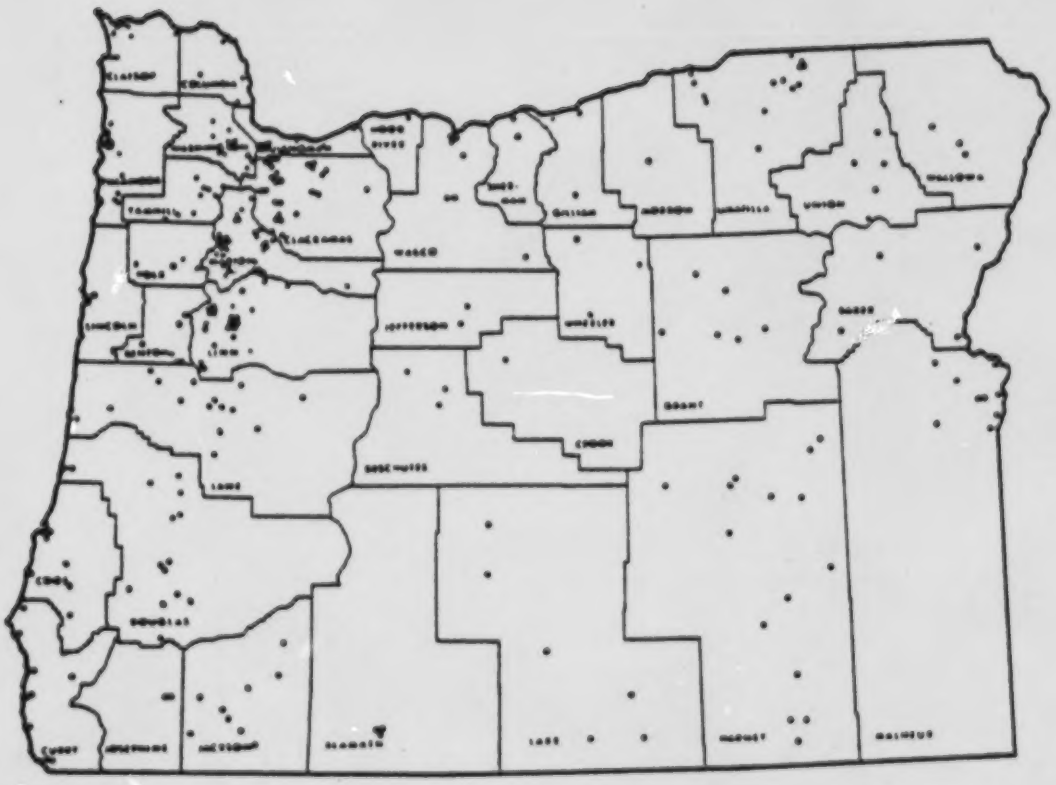
The Peabody Parent Advisory Council's positive impact on the Title I program is due largely to their various sub-committees which include Dissemination, Grievance, Program, Visitation/ Evaluation, Budget and Personnel. The council has designed a strong home school communications network.

KEY FEATURES

PAC members who have completed their term of office are invited to become aides.

Exhibit B-1b. Oregon Parent Involvement Material (page 1 of 2)

PARENT ADVISORY COUNCILS IN OREGON



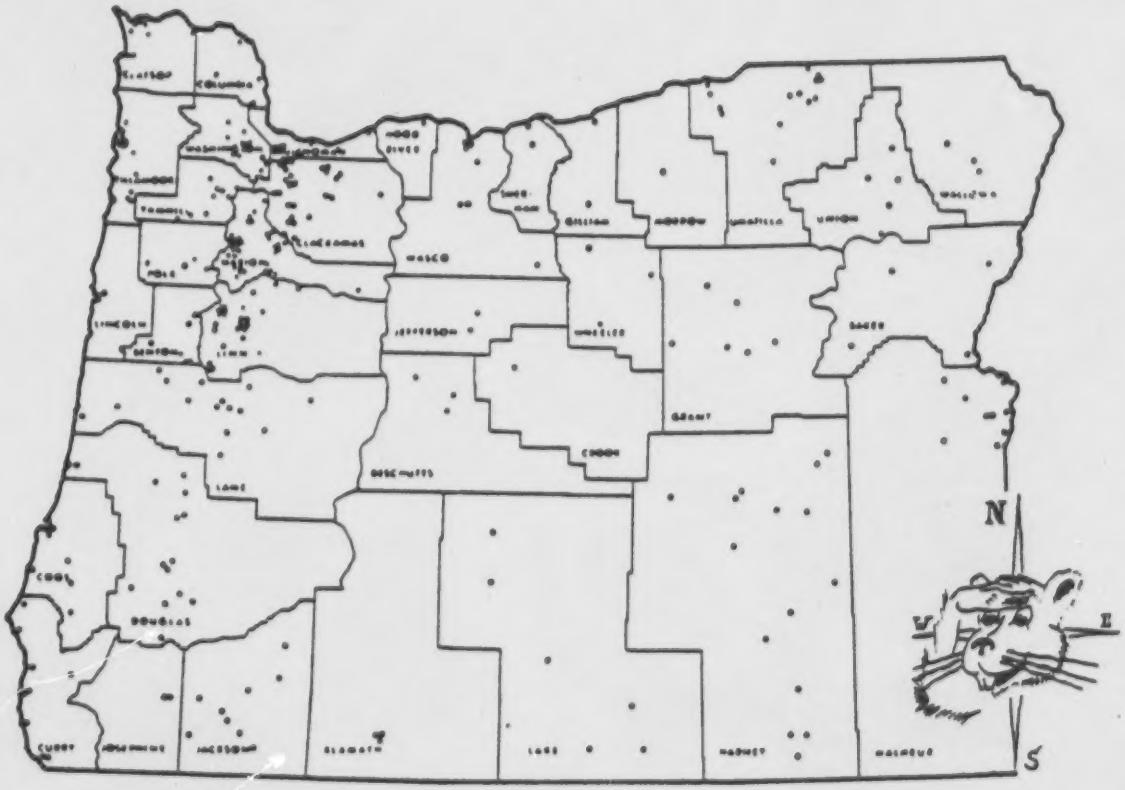
A Resource Book For Principals & Other Title I Managers

TABLE OF CONTENTS

	Page
Forward	v
Introduction: Background for Parent Involvement	1
Questions and Answers: A Review of General Requirements and Regulations	3
The Role of the Principal in Parent Involvement	11
The Role of the Principal in Helping the PAC Meet Federal Requirements	15
What the School Must Do	15
What the Principal Must Do	16
Organization, Orientation and Selection of Members	19
Program Review and Project Awareness	35
Needs Assessment	45
Application Review	53
Training Needs and Materials	59
Communication Skills and Leadership Techniques	69
Appendices	83
Appendix A: Sample parent approval and checklist for special services form	85
Appendix B: Sample of implied consent letter	87
Appendix C: Sample of written permission letter	89
Appendix D: Model plan for organizing a PAC, calendar of activities and the by laws	91
Appendix E: Some Ideas on how to get and keep parents involved	99
Appendix F: Annotated bibliography on impact of parent participation on student achievement	103
Appendix G: Bibliography	109

PARENT ADVISORY COUNCILS IN OREGON

WHERE DO YOU FIT?



A Resource Book For Parents

WHERE CAN I FIND...

I. WHAT IS TITLE I? 1

Important Things to Know About Title I 1

Summary of Major Events for Partners in a Title I Program 14

How Does a Parent Advisory Council Fit in the Title I Scheme 17

Federal Legislation and State Regulation 17
Intent of the Law and the Importance of Parent Participation 20
Local Projects 23

II. LET'S BUILD A PARENT ADVISORY COUNCIL 33

Who May Belong? 33

How Is a PAC Structured? 35

What Is the Role of the Local PAC? 35

Responsibilities 35
Relationships Between PAC Members, Parents, Teachers, and Principals 37
Relationships Between Parents, the Superintendent, the School Board, and the PAC 44
Relationships Between Parents, the Community, and the PAC 46

III. DEVELOPING A PAC THAT WILL LAST 49

Why Is Steady PAC Activity Necessary? 49

How Can We Keep a PAC Lively? 50

Recruiting Members 50
Keeping Members Interested 71
Training Members to Do Their Best 101

How Can We Tell Our Future Members and Our Communities About Title I Activities? 119

Newspapers 119
Newsletters 121
Handbooks 122
Slide/Tapes 123
Speaker's Bureaus 127

Are There Some Basic Forms or Methods Our PAC Can Use? 153

Exhibit B-1c. (page 3 of 3)

APPENDICES 217

Terms You Might Hear About Title I 218

Resources Available to Oregon PACs 223

Bibliography 229

Sample Local Guidelines and Bylaws (Portsmouth Middle School) and Area Bylaws (Portland School District, Crook County School District) 231

Oregon's Title I Money In Action 1976 241

Guidelines for Title I ESEA from the Oregon Department of Education 243

Summary of Family Educational Rights and Privacy Act of 1974 261

INDEX

Exhibit B-1d. Washington Parent Involvement Material (page 1 of 9)

TITLE I

"An Opportunity for Growth"

A Handbook designed to INTRODUCE, INFORM, and INSTRUCT PARENTS ABOUT TITLE I

Dr. Frank B. Brouillet, State Superintendent of Public Instruction, Olympia, Washington

There are many reasons for developing a Title I Parent Advisory Council handbook; however, the biggest reason of them all and certainly the most important, is to improve the education of children . . . children in your local community . . . children across the state . . . and with no exception, children throughout the nation. In nearly every state within the U.S., Title I is reaching the educational needs of children. As the cover of this book illustrates, Title I is providing an opportunity for growth to thousands of children each year . . . an opportunity for educational growth. Understanding, involved parents will help maximize that growth.

This handbook will represent different things to different people. To some it will be a resource . . . to some it will be a helpful guide . . . and to some it will act as a reminder of the need for parents to become involved with their child's education. Again, a lot of things to a lot of people. However, some basic information should be given to those who read this handbook.

Chapter 1 is designed to give the reader a feel for Title I and the importance of becoming involved. It introduces Title I, answers some important questions and describes the importance of participating in school activities.

Chapter 2 should help give a basic understanding of how both the parent and the teacher can work more cooperatively and how important it is to establish good communication.

Chapter 3, will give you a feel for the mechanics of Title I . . . how it works in a school district . . . how project managers determine priorities . . . how Title I programs are studied for successful efforts and much more.

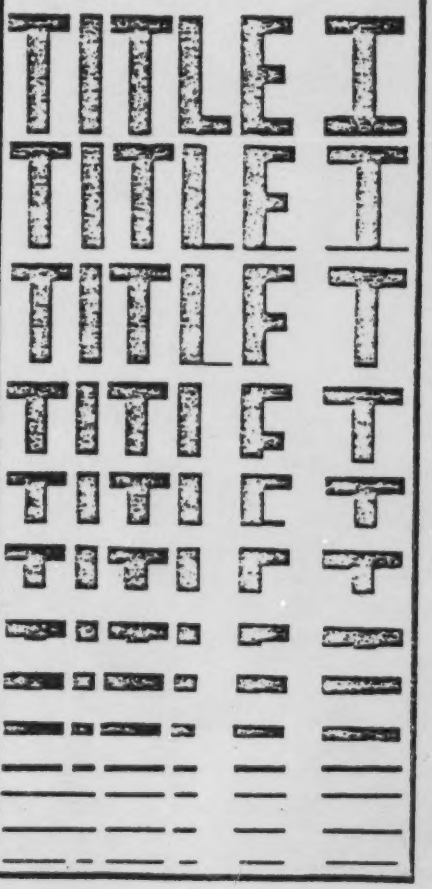
Chapter 4 gets into the real "meat and potatoes" of Title I Parent Advisory Council involvement. If you have been asked to be or are now a member of a Parent Advisory Council, then Chapter 4 is "must" reading.

A special note should be made about the section called "Tips and Tidbits". "Tips and Tidbits" contains examples of a number of ideas found around the State of Washington. Any or all of the ideas can be used by your local Title I Parent Council.

Again, this handbook provides only a basic insight into parent involvement and how that involvement relates to Title I. It should not be mistaken as a cure-all but should be regarded as a modest attempt to unify parent interest toward educating children.

An additional note — as you read along, you will notice some words underlined. Each word underlined is considered a new term that can be located in the glossary in the back of the book. Please, sit back . . . read . . . enjoy . . . and share in its intent.

AN INTRODUCTION TO



IN SUMMARY

Title I

- Title I helps children with basic skills.
- Title I began through the Elementary and Secondary Education Act of 1965.
- There are 230 school districts that have Title I programs in Washington State.
- Over 50,000 students are served by Title I in Washington State.
- Title I is not for all students.
- The "greatest in need" students are served by Title I first.
- Students must be below grade level in either reading, math or language arts in order to be served by Title I.

Intent of Congress

- There are many benefits that result from active parent involvement in education.
- Education is a cooperative process involving parents, children and the school.
- Congress requires Title I Parent Advisory Councils and urges parents to "roll up their sleeves" and become involved in Title I Activities.

Involvement

- Joining a PAC will enable you to learn and talk with other parents that have children in the program.
- Every parent has some rights and responsibilities. (See page 7 for review.)
- The first step for parents is realizing that their child needs help.
- The second step is joining a Parent Advisory Council. (Members are elected.)
- The Parent Advisory Council gives each parent a chance to voice an opinion.

IN SUMMARY

The Law

- The original Title I law was written in 1965.
- Since 1965, Title I laws have been changed. The last time was in 1978.
- Current Title I law is the "Educational Amendments of 1978."
- The legislation requires Title I funds to be spent on students who are educationally disadvantaged.

Rules and Regulations

- Rules and regulations spell out all of the requirements.
- Rules and regulations are designed to help Title I managers run Title I programs within the federal law.

Funding

- There are more than 2 billion dollars that the federal government spends on Title I.
- Over 27 million dollars are being spent in the State of Washington in 1978-79.
- Each school district must fill out an application to receive funds from Title I.
- The state must apply to the federal government for Title I funds.
- A school district is referred to as an LEA (Local Educational Agency).
- The State Department of Education is referred to as the SEA (State Educational Agency).
- In Washington State, the State Department of Education is called the Superintendent of Public Instruction.
- The federal government determines how much money each county in Washington State will get.
- The federal government requires that there be in each county, at least 10 children that meet one or more of the categories listed on page 20 of this book.
- The number of children from low-income families determines the amount of money each county will receive.
- The State determines how much money each school district in each county will receive.
- A grant award allows a school district to spend its Title I funds.

The Needs Assessment

- The main purpose of the needs assessment is to find out exactly what the needs of students are.
- There are a number of ways to "run a Needs Assessment." See page 23 for review.
- A Needs Assessment will help survey the opinions and attitudes of teachers, parents and students as well.
- Is math, reading, or language arts a priority? The answer can be determined by running a Needs Assessment.

IN SUMMARY

Target Area Selection

- Target Area Selection is the method used to select the eligible schools to be served by Title I.
- It is the intent of Congress that Title I be used to serve "educationally disadvantaged children" and not be used for "general purposes."
- Low-income statistics such as "Free and Reduced Lunch Applications," "Aid to Families with Dependent Children," and "Census Data" are used to identify school buildings that will receive Title I funds.
- Once school buildings are selected, students who are identified for Title I can receive "additional support" or educational "extras" in the form of additional staff, supplies, books, and Title I equipment.
- A child does not have to come from a low-income family to receive Title I service.
- The child who comes from a low-income family isn't necessarily a low achieving student.
- Every student that receives Title I services must be below grade level in reading, math or language arts.
- There are six methods to select a building (on page 25) for Title I funding.
- Contact your Title I director for more information concerning "Target Area Selection."

The Project Design

- Once the Needs Assessment and Target Area Selection have been accomplished, it is time to design the Title I project.
- A school district must do its homework, too. There are preliminary steps that a school district must take before the Title I project is designed. (See page 26 for review.)
- The amount of Title I funding is always a major consideration. A Title I project must be designed with the budget in mind.
- There are basic steps that every school district must take before a Title I project is designed. Some of the steps are:
  - — Identifying which basic skills will be provided.
  - — Figuring out how many children will be served by Title I.
  - — Determining which grade levels will be served.
- In Title I language, "Don't spread yourself too thin," means, "Don't try to do too much with too little."

Monitoring

- The monitor's job is to help identify problems in the Title I program that may be "Non-compliance Items."
- The monitor asks questions that are related to the rules and regulations of Title I and the description of the program included in the application.
- The questions that the monitor uses are called "The Monitoring Standards."
- The monitor's day consists of an entrance interview, site (building) visitations, administration office review, Parent Advisory Council interview, and an exit conference with local school administrators.

Exhibit B-1d. (page 6 of 9)

Evaluation

- Evaluation is testing, recording, and analyzing the results of a student's achievement and progress towards meeting objectives.
- Some districts may use computers to store and analyze test information on students throughout the State of Washington.
- Title I keeps extensive detailed records on its students.
- Every school district is required to evaluate student progress every year.
- Not all school districts are required to report evaluation data to the state every year. School districts must report test information at least once in a three-year period of time.
- There are several steps in evaluating and reporting student progress.

Dissemination

- The "Come one! Come all!" news approach is the best way to inform people about Title I.
- A more informed public will help to smooth and clear any confusion about what the intentions of Title I are.
- Dissemination is a fancy word that means informing people.
- There are a number of ways to inform teachers, parents, and students about Title I. See page 34 for review.
- Using your dissemination resources properly will help to solve the "information dilemma" that might exist at your school district.

IN SUMMARY

Let's Define

- The Title I PAC is a group of parents, teachers, and administrators committed to improving the local Title I program for the benefit of children.

A Basic Structure

- Title I Parent Advisory Councils consist of members elected by the parents.
- A building PAC is required for each building that serves 40 or more students in the Title I program.
- A building PAC is not required if the Title I program serves fewer than 40 Title I students and there is not a full-time Title I staff member working in the Title I program.
- Every Title I program that has required building PACs must have a District Advisory Council for the Title I program.
- The voting membership of the building and district Parent Advisory Councils consists of:
  - A 51% majority who are parents of children in the Title I program.
  - Those interested in joining the PAC and live in eligible attendance areas.
  - Teachers who teach in eligible attendance areas can also be elected to the Title I PAC.
- Schools that serve more than 75 students and have more than one full-time Title I staff member must have at least 8 members on the building PAC. Each member must serve for at least two years and may be reelected.

Responsibilities

- Every council member has the responsibility for providing advice in the planning, development, operation and evaluation of the Title I program.

The Membership Drive

- Letters, phone calls, and personal visits are typical methods used to start the membership drive.
- The Title I staff should help parents with recruiting of parent council members.
- Title I staff must contact parents informing them that their child has been selected for the Title I program.
- A committee of parents can be used to make personal contacts to parents who have children in the program.
- The use of veteran members is always useful in helping to recruit PAC members.
- Recruit members who will make your Title I project successful.
- Take the opportunity to talk about PAC activities at a school open house.
- Try to analyze why some meetings don't seem to work out.
  - Are meetings held at appropriate times?
  - Are meetings informative and friendly?
  - Do you remind members of meetings by mail or by phone?
  - Are babysitting and transportation arrangements made for those who need it?

IN SUMMARY

Complaint Procedure

- The complaint procedure outlines the steps that one must go through if one has a complaint about the Title I program.
- The complaint procedure provides a logical step by step approach in voicing a complaint.
- The complaint procedure may consist of:
  - Time limits for investigation and resolution of complaints.
  - An opportunity to present evidence.
  - The right to appeal the final resolution of a complaint.
  - Dissemination of information concerning procedures.

Providing Advice on the Project Design

- Ask the Title I manager to fully describe the Title I program for the entire district.
- Ask for all necessary information from the Title I manager.
- Ask for definitions of educational terms.
- Ask for reports that will help you determine how the Title I program is operating.
- Try to compare previous efforts with new attempts to determine if progress is being made.
- Ultimately, the final decisions are made by the Title I manager and district personnel.
- Always keep an open mind. An open mind will lead to an open and cooperative meeting.

Reviewing Activities That Occur During the School Year

- September
  - Inservice
  - Pre-testing
  - Selection of children
  - Students are identified as being in the greatest need
  - Parents are notified
- October
  - Fall implementation report
  - Organizational meetings of PACs take place
  - Monitoring of programs begins
  - Recruitment of members continues
- November
  - PACs need orientation to Title I
  - PACs develop a dissemination program
  - PACs require additional training

IN SUMMARY

- December
  - PACs review results of state and federal monitoring reports (if appropriate)
  - PACs create a monitoring instrument for PAC monitoring
  - PACs visit all of the Title I schools
  - Members of PAC attend or plan to attend any conferences
- January
  - PACs review needs assessment
  - Continue program visitations
  - PACs continue dissemination efforts
- February
  - Needs assessment continues
  - PACs review past efforts and look into possib.e plans for the future
  - District prepares to select target buildings
  - Monitoring continues statewide
- March
  - Districts accumulate low-income statistics as of March 1st
  - PACs review selection of buildings
  - PACs discuss project design
- April
  - Project design is reviewed and finalized
  - Project application begins to take shape
  - PACs review the Title I application
  - Application is sent to the Title I office in Olympia, WA
  - PACs plan for next year's PAC activities
- May
  - Title I office receives applications from around the state
  - Monitoring of programs state-wide ends
  - Post tests are administered to children
  - PACs finalize all business activities

Building A PAC to Last

- Make sure that meetings meet the needs and interests of the parents
- Don't limit agendas to rules and regulations
- Make sure that meetings relay a friendly and open atmosphere
- Don't create meetings for rubber stamping purposes
- Be sure that the PAC is an integral part of the Title I program

2. Newsletters

We received newsletters from several states--Kansas, Louisiana, New Hampshire, Ohio, and Wisconsin among them. Newsletters varied in a number of ways. Some were designed for parents, others for staff, and some for both parents and staff. Some were prepared by the SEA for statewide distribution, others by LEAs for distribution within the district. The presentation varied from printed, typeset versions with photographs and graphics, to typewritten and xeroxed newsletters. Some of those we received focused exclusively on parent involvement. Other newsletters treated all Title I issues, including parent involvement. Newsletters were also produced for all state and federal programs in a state, with parent involvement information included as appropriate. The content of the newsletters also varied. Topics addressed included PAC activities, parent activities in the home, and parent activities at school.

Portions of two state newsletters are presented here. The first is from the New Hampshire ESEA Title I Parent Information and Action group. This newsletter is full of helpful hints, suggestions and announcements. The portion presented in Exhibit B-2a. is entitled "Hits, Runs, and Errors" Actual anecdotes are presented for the readers. The hope is that others may learn from these experiences instead of exhorting people to follow certain practices. This newsletter article provides concrete examples of what nearly went (or did go) wrong. The second exhibit presents two ideas from Ohio's newsletter, the Clipboard, produced by the Division of Federal Assistance. It is exemplary of a more elaborately produced newsletter. The two newsletter ideas encourage parent involvement during the summertime: one by familiarizing parents with the community library and the other describes reading centers that have been set up in parents' homes.

To recap, the two newsletter examples are:

	Page
a. "Hits, Runs, and Errors" from Parent to Parent newsletter, New Hampshire	161
b. Ideas for parent involvement over the summer, from the Clipboard Newsletter, Ohio	163

HITS...

RUNS...

AND

ERRORS...

IN PARENT INVOLVEMENT

Skip Fireman from Project Link in Rochester reports... We have made several hits, runs and errors. We hope to pass our errors on to you so that you will have only hits.

Our first error was to schedule our meetings in PAC members' homes during the day. We tried meeting mornings, and we tried meeting afternoons. Only three or four members attended these meetings. Coffee plus such a small group added up to just a social time. It became apparent to us that in order to survive inflation, more and more mothers were joining the work force. Others opened their homes to neighbors' children, and as a result, they were unable to attend PAC meetings during the day. We remedied this by meeting evenings at the local high school, and we scored a HOME RUN!

In order to acquire additional PAC members, we decided to hold a Pot Luck Supper. Two PAC members from each school contacted other Project Link mothers. The mothers were given a choice of bringing a casserole, a tossed salad, potato salad, dessert, rolls and butter, tonic, coffee, tea, milk and sugar. Paperware was furnished by Project Link. Each person was told to bring enough to serve only six people. We felt that this would not be too overwhelming and would not be too costly. Our error was in not arranging to have more main dishes than necessary because several people did not call and did not show up with casseroles, and we almost lost the ball game. We had enough to go around but no seconds.

We had a picnic with both parents and children invited. Two large families were unable to come because a child in each family became ill at the last minute. Our error was in not buying hot dogs, hamburgers and rolls at the last minute, forgetting that these things can happen.

Parents enjoyed films pertaining to our program or a subject closely related. We showed the following films: "Just Like A Family", "Poncho", and "Decisions #3". They were interesting and informative.

The Rochester Alternative School showed a film and presented a very interesting program. The Alternative School is for dropouts and also students unable to cope with a structured educational program. Its purpose is to mainstream the students back into the local school program. It was most enlightening.

HITS

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We also had Kenneth Hubertz as a speaker. Mr. Hubertz is in charge of the "Home Bound" program. This program is for the handicapped as well as students who, for one reason or another, cannot fit into the school program. Many of us knew nothing of this program and enjoyed the presentation.

Dr. John Stram, an ear, nose and throat specialist, was our most recent speaker. He spoke on the subject of pressure equalization tubes. This is a surgical procedure. These pressure tubes are microscopic in size. They are artificial ventilation tubes that are inserted in the ear and enable children to hear and the infection to drain. His presentation was extremely educational as well as informative. Recent research claims that the above hearing problem is caused by dietary deficiency prior to pregnancy. It is absolutely necessary for a female before pregnancy, as well as during pregnancy, to have an adequate supply of essential amino acid--namely, meat, eggs, milk, etc. Children born without hearing have greater difficulty in learning to speak because they have never heard sound. If a child becomes deaf at the age of four or five, having heard speech, he will speak better than a child born deaf. Most of our established vocabulary is learned by the age of ten.

Parents have requested future speakers to be an ophthalmologist, a pediatrician, a person from Parent's Effectiveness Training, a children's dentist, an allergist and a nutritionist.

At Christmas time, Project Link kindergarten students performed at the Senior Citizen dinner. They scored a "Home Run".

Exhibit B-2b. Ohio Parent Involvement Material (page 1 of 1)

STATE OF OHIO DEPARTMENT OF EDUCATION

Franklin B. Walter
Superintendent of Public Instruction

R. A. Horn, Executive Director
Compensatory and Habilitative Education

DIVISION OF FEDERAL ASSISTANCE

James Miller, Director

933 High Street, Worthington, Ohio 43085

Number 38 — Winter, 1979

IDEAS FROM OHIO"3 NEWSLETTER:

"Why do school books and instructional games need to remain closed and get dusty each summer?"

"Why can't we help children who will likely slip in reading ability during the summer months?"

These are questions parents and teachers of Title I students in New Philadelphia used to ask. Finally, in the spring of 1976, the district's three Title I teachers and Sandy Sullivan, the head of the district parent advisory council, came up with a plan to help children during the summer.

For the past three years, a number of mothers have taken the initiative and set up reading centers in their homes. The teachers—with the approval of Title I coordinator Galen Deetz—gather up books, tapes and recorders, word cards, and games to furnish the centers. Neighborhood children who are in Title I are identified and invited to scheduled reading sessions.

Seven centers were in operation this past summer. The three Title I teachers—Nancy Page, Arline Smith, and Janice Yager—visited on a time available basis. Their role was that of observer. Parents remained in charge, though receptive to suggestions for new games and skill exercises.

A variety of approaches are used. Each center is open for an hour or so from two to four days a week. Some mothers come along with their children and help with study activities and games. Refreshments may be served by the mothers having the center or by neighborhood mothers.

At first there was concern that books and other school resources would be lost or damaged. Instead, children have treated school materials with respect even though they are usually stored on readily accessible shelves. One mother does admit she had to retrieve a *Monster Book* from under her son's bed where he had tucked it before falling asleep one night.

Today, New Philadelphia's Title I teachers and Sandy Sullivan have two different questions:

"How can students keep from reading when enthusiastic, dedicated parents help them?"

"Why doesn't everyone realize what a difference parents can make?"

▶ Schedule a meeting at the nearest public library for next April or May. Invite all Title I parents to attend to learn how to use the library during the summer to help maintain their children's reading skills.

3. Workshops and Meetings

Very popular vehicles for informing and involving parents are workshops or meetings on parent involvement topics. Many states sent us copies of workshop agendas and topic ideas for parent meetings. The first example which follows this section is taken from a Georgia publication, Getting and Keeping Parent Involvement. The section from this document on "Ideas for Parent Involvement Meetings" is presented.

Parent involvement workshops usually met for one to two days and many different workshop sessions were available to participants. In some cases parent involvement sessions were available at general Title I conferences. Brief synopses of workshop sessions from the 7th Annual Title I Parent Involvement Workshop in Wisconsin are presented in Exhibit B-3b. This gives an idea of the range of topics addressed and is a useful way to inform participants of the workshop content.

The logistics of conference planning are formidable and a memo from the New Hampshire Department of Education is included as Exhibit B-3c. to show how they dealt with some logistical considerations.

Instead of planning an open conference for parents and staff, a couple of states have adopted a "Train the Trainer" workshop format. A portion of a memo from the Title I director in Missouri provides a brief explanation of the approach taken there.

These examples follow this section: Page

a. Ideas for Parent Involvement Meetings, Georgia 167
b. Workshop Synopses from 7th Annual Title I Parent Involvement Workshop, Wisconsin 173
c. Memo regarding Spring Parent Training Workshop, New Hampshire 177
d. Memo regarding Parent Training, Missouri 181

Exhibit B-3a. Georgia Parent Involvement Material (page 1 of 5)

Ideas for Parent Involvement Meetings

I. Orientation Meeting (your first meeting)

A. Goals
1. To explain the process of class selection, screening, scheduling and evaluation.
2. To describe the curriculum, materials and activities. Materials might be displayed.
3. To acquaint parents and staff.
4. To get input from parents about things they wish to see accomplished in the program.
5. To stress the need for parent help at home and parent involvement in the program.
6. This is a good time to set up your first individual conference appointments.

II. Title I Open House

A. Goals
1. To let parents view the Title I program in action.
2. To display materials used, facilities, and student work.
3. To establish good relations and to encourage parents to feel comfortable at school.
4. To view teaching procedures through demonstration lessons in reading or math.

B. Procedures
1. Open house can be done in combination with the orientation meeting, or it can be done at a time when the students are in class as a classroom observation period.

III. Guest Speakers

A. Goals
1. Parents gain information from experts in various fields.

B. Procedures
1. Plan these programs well in advance so you can schedule your speaker.
2. Good sources of guest speakers are C.E.S.A., public and mental health counselors, special education teachers, law enforcement people, etc.
3. Some popular topics are nutrition, child psychology, behavior modification, techniques in reading and math and drug abuse.

IV. Assembly Programs ~~for~~ by Title I Students

A. Goals
1. This is one of the most effective ways to bring parents into the school!
2. This is a way to involve parents through helping with costumes, sets, rehearsing students, etc.
3. This is a way to increase students self-confidence and pride.
4. This is an effective way to increase interest in reading.

B. Procedures
1. Students and teachers choose or create a script having to do with something they have studied such as careers, etc.
2. Parent volunteers can help with rehearsals and costumes.
3. Students can make invitations.

V. Picnic Meeting for parents, students and staff

A. Goals
1. Getting acquainted in a relaxed atmosphere.
2. Bringing home and school closer in the eyes of the child.
3. Giving students the experience of cooking and preparing a picnic.

B. Procedures
1. The picnic must be in conjunction with a regular meeting and held during the lunch hour.
2. Teachers and students plan the menu. Lists of things to bring are made and distributed.
3. Any cooking can be done at school by students using parent volunteers.

VI. Parent Training Workshops

A. Goals
1. To teach parents how to help their children in <u>specific</u> ways.
2. To improve student's attitude toward school by bringing home and school closer together.
3. To increase the confidence of parents as they work with their children.
4. To remove the mystery and fear from teaching.

B. Procedures
1. Workshops should be broken up into different grade levels for different parent groups. Suggested groups are: parents of K to 3rd grade students, parents of 4 to 6th grade students and parents of 7 to 12th grade students.

2. Training workshops should be held for reading, writing, and/or math.
3. Each workshop subject should be fully explored including developmental aspects, specific skills involved, basic terminology, various teaching methods, activities and materials.
4. Workshops in a particular subject should be given in more than one session if possible. Then each session can concentrate on several specific skill areas.
5. Parent training handbooks should be made by the staff and used by parents at training sessions and at home. (See handout on Tips for Making Parent Training Handbooks.)

C. Activities for Training Workshops
1. Parents work on skills from the training manual.
2. Parents are shown a variety of ways to tutor each skill.
3. Demonstration lessons can be done with students if needed.
4. For those parents who have no reading material in the home, it is good for staff to collect old basel readers which can be checked out at the workshops. These could also be checked out by the students.

VII. Make and Take Workshops

A. Goals
1. To provide learning materials for the home.

B. Procedures
1. Tie make and take workshops into your parent training sessions. The games and activities they make should go along with the skills in the training manuals.
2. Be sure to have an accurate count of those attending beforehand so the necessary materials can be obtained or brought from home.

C. Activities
1. Make games and activities.
2. Make a homework activities booklet.
3. Bring students in to play some of the games as a demonstration or let them help.

VIII. Library Workshop

A. Goals
1. To make parents familiar with good books suitable for remedial readers.
2. To encourage parents to take their children to the library and to read with them at home from library books.
3. To familiarize parents and students with the library.

B. Procedures
1. This meeting should be held in the school library by the librarian and the reading teacher.
2. Students might also attend.

C. Activities
1. Suggestions are given for specific books suitable for remedial readers. Parents look through these books.

2. Parents learn how to help their child select a book on the proper reading level.
3. Parents (and students) learn how to use a card catalogue.
4. Parents learn how to use library to teach reading skills.
5. Parents of older students learn about reference skills.

IX Other Ideas for Workshops

A. Bookbinding
   1. Parents bind books made by Title I students. These can then be used in the library by other students.

B. Small group sessions
   1. Parents of children with similar problems get together to share ideas and encourage each other.

C. Workshops on ways to enhance a child's self-concept.

D. Survival reading and math
   1. Training in how to make children aware of survival skills; skills needed to survive in the every day world. Include safety words, shopping words, travel words, etc.

E. How to use T. V. to teach reading, vocabulary, and math skills.

F. Teaching reading and math through the newspaper.

X Other Means of Increased Parent Involvement

A. Conferences
   1. Try to have at least two or more conferences with each parent.
   2. Telephone conferences are better than nothing.

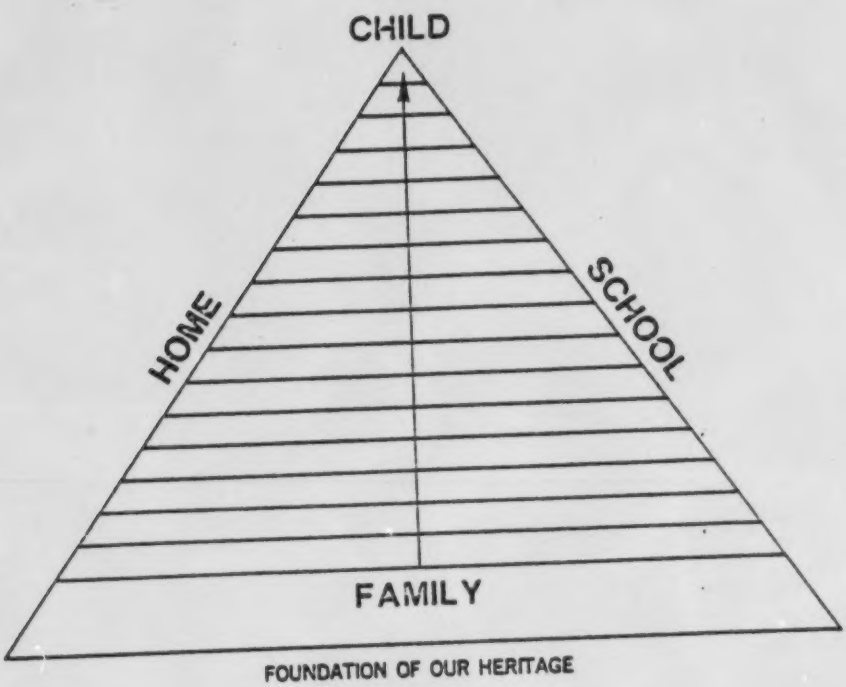
B. Newsletters
   1. Students can write creative stories or articles about things they are doing in school.
   2. Teachers can report on new methods and materials and can also include recommended television shows and learning activities for children to do at home.
   3. Parent volunteers can include articles about meetings, classroom aid work, etc. Some may even type the newsletter!
   4. Don't forget to include a calendar of Title I events.

A newsletter takes time, but it is worth it. Newsletters can be run on a ditto machine for very little cost and should come out three or four times a year. Newsletters should go to all Title I parents and additional copies placed in public local places where people have to wait such as beauty shops, or Dr. offices. This is good publicity for the program. The newsletter can be done on a county wide or local level.

C. Using Parents as Resource People and Classroom Tutors
   1. Parents have many skills which should be utilized. Bring them in to demonstrate a hobby such as sewing or crafts.
   2. Parents can also be effective classroom aides and tutors. Consider the following areas in which they can be valuable.
      a. reading or telling stories
      b. listening to children read
      c. helping with written assignments and directions
      d. filing, running ditto material, typing
      e. making games and playing games
      f. monitoring learning centers

Exhibit B-3b. Wisconsin Parent Involvement Material (page 1 of 4)

PROGRAM



PARENTS AND TEACHERS - PARTNERS IN OUR CHILDREN'S FUTURE

7TH ANNUAL TITLE I PARENT INVOLVEMENT WORKSHOP

Headquarters Hotel - Holiday Inn
La Crosse, Wisconsin
Thursday, April 2nd - Friday, April 3rd - Saturday, April 4th

Sponsored by

Wisconsin Department of Public Instruction/Barbara Thompson, Ph D., State Superintendent

WORKSHOP SYNOPSES

A Logical Look at Alcohol and Alcoholism

Talk on Alcohol as Drug, Alcohol in Value System, Effects of Alcohol on Brain and Maturity. What Constitutes Abuse.

Child Abuse and Neglect

What is child abuse and neglect. Its legal implications. What can be done about avoiding the problem.

Eating on the Run

Suggestions for how parents can get involved in directing their children towards making healthful food choices -- covering in particular area of snacking and fast food.

Family Conflicts -- Talking with Your Kids

Bridging the generation gap, discussion of family problems, including sex, drugs, trouble in school, and other difficulties.

How Effective Are Title I Projects?

A presentation on the evaluation of the effectiveness of Title I projects.

Improving Human Relations Through Better Communication

The time will be spent presenting a basic overview of the Effectiveness Training Model, emphasizing communication skills and problem-solving skills.

Learning Begins at Home: Communicating with Parents

Techniques for communicating more effectively with parents and school district residents are emphasized in this workshop. The workshop will provide examples of printed publications, media materials and ideas for community projects to help involve parents, teachers and administrators in the community and the community in the schools.

Look to the Rainbow: Making Listening, Speaking, Reading and Writing a Language Experience

The presenter will share program philosophy, instructional techniques, and samples of student work from the Kenosha Model: Academic Improvement Through Language Experience.

National Title I Programs that Can Be Utilized in Wisconsin

Over 50 Title I programs from around the United States have been declared exemplary and validated by the Joint Dissemination Review Panel as being student effective, cost effective, and can be replicated in a variety of sites. The presentation will focus on how LEAs can match their identified needs with a program that works and how you can implement same.

Parents Helping Parents

What a support group can do for you. How to organize a support group. Conflict resolution methods.

Private and Public Schools -- Partners in Education

Historical perspective of Federal education programs designed to serve all appropriately identified children in both private and public school sectors. Emphasis on Federal involvement and cooperative efforts between private and public school personnel on the local level in developing and implementing programs of benefit to children.

Rational Thinking: A Sane Approach to Raising Kids

All of us want to do a good job as parents. But sometimes our own emotional reactions get in the way, causing us to be less effective than we want. Certain feelings, such as anger, fear, guilt, and depression, get in the way of effective parenting. This workshop will look at where your emotions come from, and will help you develop more emotional options. Many parents have found this practical approach of great benefit to themselves and their families.

Role of the Parent in the Legislative Process

A legislator's view of how parents can get involved in Wisconsin's law making. The parent's rights and responsibilities in State Government.

Self-Esteem for Children Starts with You!

Self-esteem is the major determiner of success -- personally, professionally and in learning. It can be developed in children and adults with systematic treatment and our own self-esteem development.

The No-Lose Method for Making Decisions with Children . . . The Easy Way!

The use of "brainstorming" as a technique to make one aware of the many possibilities that exist (and could become real) when dealing with children, will be presented and practiced. This technique allows for involvement and communication when making decisions for yourself and/or your child. Come . . . with an open mind!

Title I Programming: Guidelines for the 80's

An update on the current status of funding and the Federal/State regulations giving direction to planning Title I Programs during the 80's.

Tuning In and Turning On with Puppets

The "why to" and "how to" construction of scrap craft puppets. The value of and the using of them will be stressed. All of this presented through the use of a "puppet dress." Participants will construct their own puppet for use at home and/or school.

What To Do When . . .

What to do when . . . your child can't spell; your child won't practice; your child doesn't understand what he's/she's reading; your child dislikes reading.

Exhibit B-3c. New Hampshire Parent Involvement Material (page 1 of 3)

ROBERT L. BRUNELLE
COMMISSIONER

NEAL D. ANDREW
DEPUTY COMMISSIONER

THE STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
ESEA, TITLE I
64 NORTH MAIN STREET, 2ND FLOOR
CONCORD, NEW HAMPSHIRE 03301
TEL: 603-271-2717

March 11, 1980

TO: Title I ESEA Parent Council Chairpersons, Title I ESEA Project Managers, and Superintendents of Schools

FROM: Bonnie Walker and Joye Olson, Co-Chairmen, Title I ESEA Parent Information and Action Group
Mary Stuart Gile, Consultant, Title I ESEA

SUBJECT: SPRING PARENT TRAINING WORKSHOP, MARCH 29, 9:00 AM - 2:30 PM

We are sending along the following information in response to inquiries regarding the details for the Spring Parent Training Workshop scheduled for Saturday, March 29 in Concord.

LOCATION:

The workshop will be held on the third floor of the Legislative Office Building. Please see enclosed map for directions. Plenty of on-street parking is available and there are several city parking facilities close by.

COSTS:

There will be a registration fee of $1.50 per person payable to Title I ESEA Conference Account. Lunch will be on your own. There are a number of restaurants with excellent menus at reasonable costs ($3.00 - $5.00) within five minutes walk of the Legislative Office Building. As stated in the first memo, this is a State Parent Training Activity and Title I funds, if approved for this purpose, may be used to cover registration, lunch and travel costs.

CHILD CARE:

For those who request it in advance, child care for children under age seven will be available at The Children's Place and Parent Education Center located in the Capitol Shopping Center (Zayre's, Howland's, etc.). Parents may leave their children for three hours, pick them up for lunch and return them to The Children's Place from 1:00 - 2:30 P.M. Quality care will be provided by volunteer Directors of Concord Parents and Children Inc. Children will have a variety of activities and materials available to them. Snacks of juice and crackers will be provided, however The Children's Place is not licensed to serve meals. Please ask your Project Manager to notify us by March 21 if you wish child care. Expenses for this service will be paid for by the ESEA Title I State Office.

PROGRAM:

The focus of the Workshop will be unravelling the mysteries of the Title I Project Application process. The agenda will feature an overview of the law and new regulations, a "walk-through" of the application proposal, two sessions on needs assessment and evaluation and how they are related to program planning.

In addition, there will be workshops on two of the major peripheral issues that affect Title I and about which parents may have questions. These include "Title I and Special Education - Similarities and Differences" and "Creating Equal Educational Opportunities for Your Child". There will be two opportunities for parents to meet state consultants and ask questions relative to their concerns. Finally the Parent Information and Action Group Co-Chairmen will be available to discuss State PIAG activities. It promises to be a busy and informative day.

Presentors will include Dr. Ruth Nemzoff and Dr. E. G. DeForrest, New Hampshire State Department of Education, Chris Dwyer, Dick Lyczak, and Don Cichon, Research Associates, RMC Evaluation Technical Assistance Center, Mary Gile, Keith Hanscom and Dick Hodges of the Title I ESEA Office, New Hampshire State Department of Education, and Bonnie Walker and Joye Olson, State PIAG Co-Chairmen.

The entire day has been planned in response to questions regarding the Parent's role in ESEA Title I project planning that have been expressed by New Hampshire parents. We hope that you will make every effort to attend.

PARENT CHAIRPERSONS:

Invite other parents, your Project Manager, Superintendent of Schools, and friends to come with you and let your Project Manager know who will be attending as soon as possible and no later than Friday, March 21.

PROJECT MANAGERS:

Please list names of attendees on attached sheet and return with check for registration fees ($1.50 per person) to Candi Sweet, Title I ESEA Office by Tuesday, March 25.

Thank you and see you the 29th.

Bonnie Walker, Joye Olson, Mary Stuart Gile

cs
Enclosures: Map - Parent Chairpersons and Title I Project Managers
Registration Sheet - Title I Project Managers

(#33-80;260)

ARTHUR L. MALLORY
Commissioner

Area Code 314
751-2643

Exhibit B-3d. Missouri Parent Involvement Material (page 1 of 2)

State of Missouri
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
P. O. BOX 480
JEFFERSON CITY, MISSOURI 65102

TO: Title I, ESEA Authorized Representatives and Contact Persons

FROM: Burrill Laney, Director, Title I, ESEA

DATE: March 6, 1980

SUBJECT: Parent Training, Evaluation and Other Matters

PARENT TRAINING

Title I requires not only that school and district parent advisory councils be established, but that the school district also provide opportunities for appropriate training for the members. For the past several years, it has been most difficult for school districts to obtain outside assistance in parent training. In response to the need, the Department, in cooperation with the Mid-Continent Regional Education Laboratory (McREL), developed a plan for training a substantial number of teams of "trainers" from local school districts who would make themselves available to train school and parent groups in other districts.

The training program is now complete, and over thirty teams comprised of a school administrator, a teacher, and a parent are ready to provide training in your school district. A list of the contact persons on the team is attached. Unless your district has already provided high-quality training for staff and parent advisory council members, you are encouraged to take advantage of this excellent opportunity this Spring.

The arrangements will be as follows:

(1) You or someone you designate should identify those persons who will participate in the training program. This should include as many DAC and SAC members as possible, Title I teachers, and Title I building principals.

(2) You should write or call the contact person for a training team in your area to set up the date, location, and time for the training. The training will normally be conducted evenings, after the school day. The total training program will consist of nine to twelve hours, and probably will take three evenings.

(3) If the group to be trained is relatively small (12 or fewer persons), you should join with another school district to form a group of trainees large enough to be cost-effective.

(4) You will be expected to pay the training team $15 per team member per hour for the time during which the workshop is in session, the team's travel expenses, and other expenses incident to conducting the workshop.

(OVER PLEASE)

(5) Parents may not be paid for participation in parent activities. It would be inappropriate to pay teachers and other school staff for their participation if parents cannot also be paid. Therefore, to be consistent, no one should be paid for attending the training session. However, if expenses are involved, all participants may be reimbursed for those reasonable and necessary expenses incurred in attending the session.

(6) All allowable costs may be paid from Title I funds. If your budget does not include sufficient money, you will need to contact your Title I supervisor for an amendment. If you have insufficient unobligated Title I funds, you will need to request reallocated funds to cover the added cost.

(7) If your district's trainees are asked to join with those from other districts in a training session, each district will be responsible for paying its proportionate share of the total cost.

We view training for parental involvement to be of highest priority this Spring, and urge you to do everything possible to take advantage of this training. If the first team you contact is unable to schedule training at a satisfactory time, contact another, or even a third team in your area. The teams are well trained and capable.

4. Audio-Visual Materials

Several states recommended that audio-visual materials be developed for use in recruiting, informing, and training parents. The Alabama State Department of Education has produced a 16mm color/sound motion picture and eight 35mm filmstrips with accompanying worksheets. A description of these materials plus recommendation for their use follows. This description was taken from the Alabama Title I Coordinator's Handbook.

	Page
Training Material, Alabama	185

Section IV

The TRAINING MATERIAL

The training materials package is composed of four separate items:

1. One 16mm color sound motion picture (length: 15 min.)
2. One Promotional/Information sheet
3. Eight 35mm Filmstrips (average length: 10 min.)
4. Eight Content Summaries and Worksheets coordinated to the filmstrips

Each of these items is designed to work independently from the others as well as in a unit. What follows are our recommendations for their effective utilization.

Motion Picture

Entitled An Opportunity to Care, the motion picture has been developed to aid you in the recruitment of new PAC members. While it also has definite promotional and informational qualities, the principal goal of the film is to encourage parental participation in the Title I program.

Equipment Needed: standard 16mm film projector
screen
speaker

The Film is a self-contained unit, easy to present and without technical complexity. Your major concerns are where and how to show it. Remember, your target audience is the parents of Title I children. Recommendations:

a. Television - Local talk and public affairs broadcasts are an ideal starting point for the film. PAC representatives should accompany the film on the show to present more detailed information to the public.

b. Civic Groups - A special presentation to local civic groups can help promote the program and encourage participation from community leaders.

c. PTA's - Don't ignore other school related groups. They can provide support, assistance, and some willing members.

d. Church Groups - Presentations through local churches are an ideal way to reach the Title I community. The clergy are almost always willing to lend support.

and finally,

e. The Parent Community - This should be your main thrust. Mail an invitation (see promotional sheet section) to all Title I parents in your school asking them to come see a free movie. Follow it up with phone calls, and, if need be, help arrange transportation. Your current PAC members can help with this.

After screening the film, explain in more detail what your PAC is all about. Make sure that your current PAC members (especially Title I parents) are with you to help answer questions. Follow this with some refreshments and informal socializing. Now is the time to sign up prospective members. You may want to use the promotional sheets in conjunction with this screening or else use a separate form for signing up parents.

The Promotional Sheet

The Promotional Sheet has been developed as a multi-purpose item. It provides some rudimentary information about Title I and the Parent Advisory Council system, but its main goal is to promote participation in local School Advisory Councils.* Recommendations:

a. Mail it to every Title I parent in your school.

b. Sent it home with every Title I student.

c. Have it printed up in your local newspaper.

*Please note that we are seeking an active response from the parents who receive the sheet. Space has been left on the back of it for you to place a label or stamp bearing your local address. Having parents respond to the Promotional Sheet is a major step in solidifying their support and participation.

d. Hand it out after the film presentation to civic, church, and parent groups.

e. Tie it in to your mailings for PAC elections.

f. Send it out along with an invitation to see the film.

The Eight-Unit Filmstrip Series

The purpose of the eight filmstrips is to provide basic information on the form and functions of a Parent Advisory Council. Moreover, they are to provide a forum for discussions for both Title I staff and Parent Advisory Council members. These filmstrips are not promotional in nature. They are designed for an audience of currently participating PAC members. They will serve no recruiting purpose.

The filmstrips are open-ended and can be viewed separately or as an entire unit. How the series is utilized is left up to each individual district and coordinator. But certain things should be kept in mind:

1. There is some content overlap between the shows, but no one show tells the whole story.

2. The number sequence of the shows roughly follows the natural progression of PAC activities over a school year.

3. Some shows may need to be seen more than once--particularly when your PAC is dealing directly with an area covered by that show.

4. Not everything in every show will be appropriate for your PAC. Remember, these filmstrips are just a tool to help stimulate discussion and understanding.

Equipment Needed: 35mm filmstrip projector (manual or automated)

cassette player and speaker

screen

Recommendations:

a. It is important that you review each show and its script before presenting it to your PAC. Familiarize yourself with its content and prepare yourself for questions which may be raised.

b. The filmstrips average ten minutes each, and they are crammed full of information. It is best to show only one at a time to enable the PAC members to digest the material.

c. The filmstrips can be displayed on either a manual or automated projector. One side of the audio cassette has audible tones for manual changing; the other is for automated presentation. For ease of operation, we suggest you acquire an automated projection system. However, if this is impossible and you must show the filmstrips manually, a little extra preparation is necessary.

1. Practice showing the strip beforehand. Some of the slide changes come quickly and you do not want to get out of order.

2. Use the scripts at the end of this handook (slide changes are marked) to help you with your presentation. Read along with the narrator so that you know when changes are coming up.

3. Do not expect whoever is operating the filmstrip projector to be able to enjoy or learn much from the shows. It will take real concentration to project them properly.

4. Clean the filmstrips after each presentation; and clean the projector before the presentation to insure a high quality image throughout.

5. Immediately following the presentation, hand out the Content Summaries and Worksheets. Then begin a discussion. Try to reiterate all the important facts while they are still fresh in the audience's mind.

Content Summaries and Worksheets

Each unit of the filmstrip series is accompanied by a combined Content Summary and Worksheet. One should be given to each PAC member who should be encouraged to assemble them in his own folder. The purpose of these items is to help stimulate discussion and participation after the program has been viewed. At the same time they give the members something tangible to take away with them—a good, simple reference source that they can review while they are at home.

The Content Summaries reiterate the major points of each filmstrip. Included at the end of each summary are two sections entitled "Important Facts" and "Key Words." These form the essence of the program, and you should make sure that each of your members has a clear understanding of what they mean.

Following the Content Summaries are the Worksheets. These are a tool for increasing involvement on the part of your PAC members. They are a good way to get your parents interacting.

Recommendations:

a. Read the Content Summaries aloud to make sure everyone understands them.

b. Even though we have used a True or False format for the Worksheet, remind your PAC members that they are <u>not</u> tests. You don't want your members to get nervous or upset about them. They are a self-study tool for each member.

c. Keep it lively. You should all be able to have some fun with the worksheets. And feel free to add your own topics for discussion.

d. Finally, we are constantly mentioning how each PAC and school district is different. Use these discussions to explain how your program is similar or dissimilar to what we have presented.

The following is a very brief synopsis of the principal information areas covered in each filmstrip and its corresponding Content Summary/Worksheet.

Filmstrip Unit 1: "Introduction to Title I"

Provides basic, introductory information concerning the history of Title I and its significance to Education and Children. Clarifies and emphasizes the important aspects of Title I: who receives Title I help, how it is received and why.

Filmstrip Unit 2: "The PAC—Getting Involved"

Explores the importance of the Parent Advisory Council and examines the PAC's role in Title I. Also, differentiates between a PAC, a DAC, and a SAC. This unit describes the progression of the Title I application from its origin to review by the Federal government.

Filmstrip Unit 3: "The Meeting"

Presents the structure for the Parent Advisory Council and suggests ways to insure successful meetings. In this unit the duties of the PAC officers are examined and also the nature of the program at PAC meetings. Emphasis is also placed on the overall responsibilities of PAC members.

Filmstrip Unit 4: "The School"

Discusses the role of the PAC in relation to the school and Title I staff. Suggests a procedure to use when making classroom visits and subsequent observation. Examines ways PAC members can get involved in the classroom.

Filmstrip Unit 5: "The Community"

Details how the PAC is a link between the Title I program and the community. Explores ways in which PAC members can get the local community involved in the Title I program. Stresses the importance of PAC members promoting cooperation and understanding between school and the community. Emphasizes maximizing local support and resource mobilization.

Filmstrip Unit 6: "At Home"

Explores the importance of parental caring and its relationship to a child's education. Provides suggestions on how PAC members can help other parents bring learning experiences to their children at home and in everyday activities. Emphasizes the importance of the parent-child relationship and developing parenting skills.

Filmstrip Unit 7: "The Scope of Title I"

Informs the viewer about the wide variety of ways Title I funds have been used to better a child's education. Stresses the importance of reading in the Title I program, and emphasizes the responsibility of each PAC to make sure that the reading program has a solid foundation. Explores various supportive services and their relation to local needs.

Filmstrip Unit 8: "Your Role"

Focuses on the primary role of PAC members to advise and make recommendations. Stresses the importance of reviewing test scores and provides techniques for the evaluation of the program. Suggests the importance of self-evaluation for the PAC. Examines various ways PAC members can insure that they have been thorough in the program evaluation. Finally, this unit emphasizes the importance of recruiting and electing new PAC members and the value of community exposure.

5. Resource Centers

Resource centers where information is assembled regarding parent involvement and made available to parents and staff have been set up in several states. For example, New York has a state resource library filled with many resources and parent-related materials. These resources include research on parents, training materials, materials for parents to use in their home with kids, etc. Arizona has a state-level Parent Resource Pool which serves as a clearinghouse for materials and speakers for LEAs. The state of Washington has developed a list of ERIC resources and journal articles on parent involvement. This document may prove useful to district and school staff as well as parents. This resource list follows this section.

Page

List of Resources for Parent Involvement, Washington . . . 195

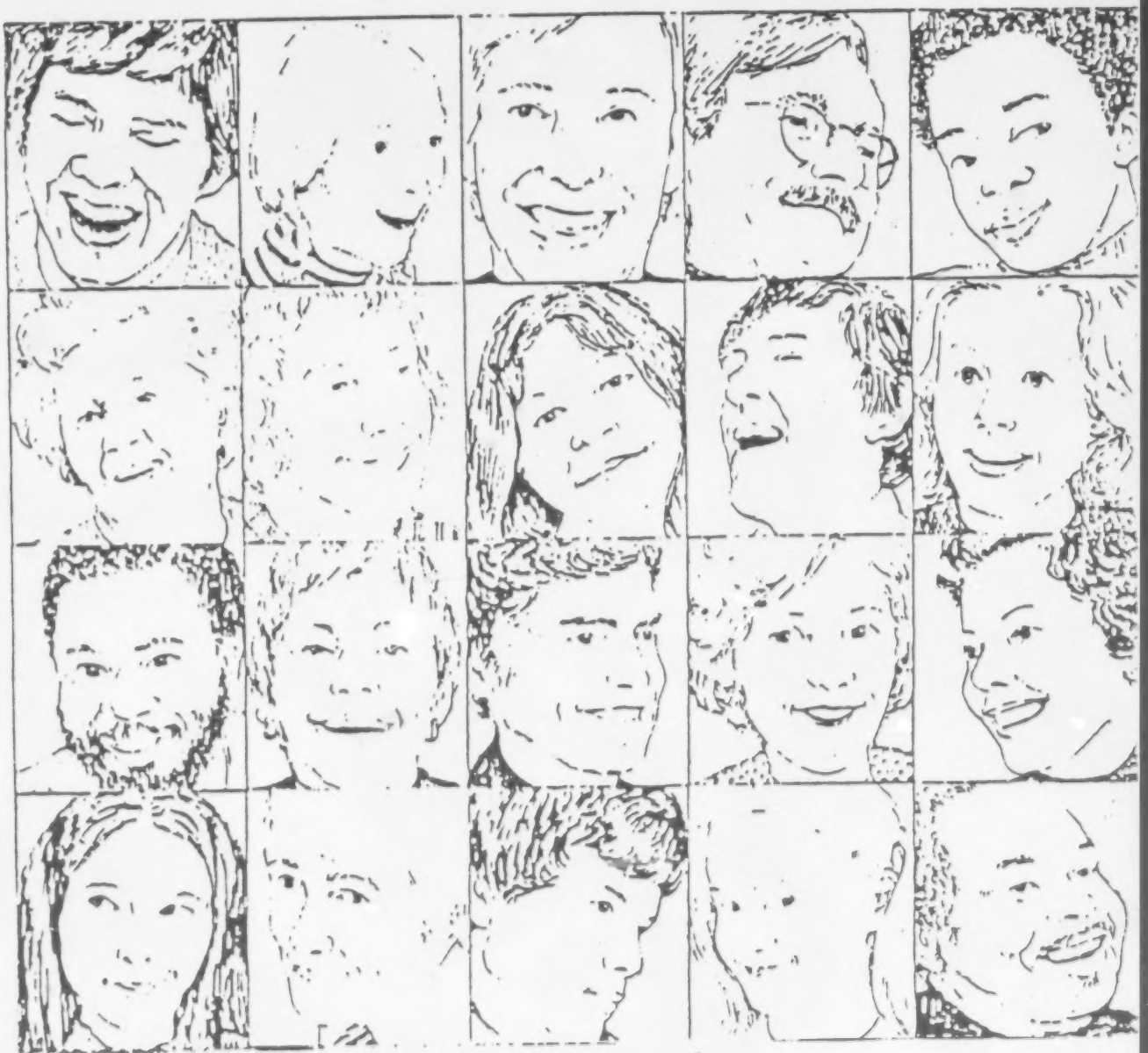
of Public
Instruction

GARY P. REUL, M.ED.
Supervisor
Arts Education/
Basic Education/
Parent Involvement/
Student Learning Objectives

Division of Academic Programs and
Professional Services
(206) 753-2298

SPI

PARENT INVOLVEMENT



ERIC List of resources for Parent Involvement

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ED 091 853 Citizens Advisory Committees. Public Participation Increases Guides, Change in American Education. Current Trends in School Policies & Programs. Oldham, Neild B. Natl. School Public Relations Assoc., Arlington, VA 1973 56P

ED 102 475 Parent Power in the Schools. Murray, Ann Merrimack Education Center, Chelmsford, Mass. August 74 60P

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ED 142 012 A Model Minicourse: Parent Involvement in the Special Education Process. Geller, Daniel 77 11P.

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ED 151 661 The influence of Increased Parental Involvement in the Educational Process of their Children. Technical Report No. 418. Mize, Gregoray K. Wisconsin Univ., Madison. Research and Development center for Cognitive Learning Aug 77 253 P.

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Working With Families of Secondary-Age Students. Reston, Virginia: The Council For Exceptional Children. R. Kroth 1977

Parent Conferences as a Teaching Strategy. Denver, Colorado. LOVE 1977 R. Kroth and R. Simpson

Managing Behavior: A Parent Involvement Program. Torrance, Calif. B.L. Winch and associates, 1974(also distributed by Research Press, Champaign, Ill.) R.L. McDowell

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6. Parent-Teacher Conferences, Home Visits, and Informational Notices Sent Home with Children

Many states encourage the development of a personal relationship between the child's teacher and parents. To foster this, several states submitted materials suggesting that teachers frequently send home notes to a student's parents informing the parents of the child's progress, upcoming events and activities, etc. To the extent possible visits to the home made by the teacher are also encouraged. Mississippi has developed a booklet entitled Active Parent Involvement which provides some specific suggestions regarding parent-teacher conferences. There are suggestions for teachers and parents as well as a parent-evaluation form. The Maryland Title I Handbook also contains a section on "Parent Involvement in Parent-Teacher Conferences." The two examples which follow this section are:

		Page
a.	Parent/Teacher Conference Techniques, Mississippi	215
b.	Parent Involvement in Parent-Teacher Conferences, Maryland	221

PARENT/TEACHER CONFERENCE TECHNIQUES

FOR TEACHERS

Working Together

_____1. Hear criticism fully and get suggestions. Avoid arguments and when it is desirable to change a point of view, do it diplomatically.

_____2. Try to put yourself in the place of the parent and imagine what effect your remarks will have. Be truthful, but remember that you are talking to a parent about his most precious possession.

_____3. Don't let your desk be a barricade between you. Use two or three chairs grouped together. The individual conference is a partnership, so don't let the presence of a desk "break up" the partnership feeling.

_____4. Don't get bogged down in generalities. "Johnny is doing all right...there are no problems...nice to have met you." This is nice for parents to hear but most of them would just as soon get it in a note or letter.

_____5. It is usually possible to evaluate a pupil's progress without being critical. Instead of "John is constantly annoying the other pupils," you might say "John seems unhappy in his relations with others." But be certain to be articulate about what you are trying to explain.

_____6. When you offer suggestions to the parent, it's often wise to offer alternatives so that the parents may decide which to use. Most parents don't really want advice; they want support. But if they can be led to making their own decisions, the advice will more likely be accepted.

_____7. Find out how the parent thinks and feels about his child. This is important, because you can better understand Laurie's behavior if you know her mother's and father's attitudes.

_____8. If a parent tells you why he thinks his child is acting a certain way, accept it but direct the conversation to other possible causes. He may be acting that way for a number of reasons.

_____9. If a parent suggests a plan of action, accept it if at all possible, but leave no doubt as to the proper roles of the teacher and parents in conducting the business of the classroom.

_____10. Avoid any tinge of an argument.

_____11. Keep your eyes open for possible signs of emotion: expressions, gestures, changes in voice. Sit so the light falls on both your face and the parents' faces so each of you can sense the emotional tone.

_____12. If you think it's necessary, assure the parent that your profession requires you to keep all information about pupils and parents confidential.

_____13. Don't take it for granted that parents want your help. Many of them will come for the first time only because they feel they should. If you give them the impression that you think they need help your attitude may be taken for criticism. Let their suggesions come out in the course of the discussion.

_____14. If you have no suggestions for improving a bad trait, don't bring it up.

Avoiding Problems

_____15. Don't send the parent away loaded down with countless suggestions. Concentrate on one or two things on which you can work together to help the child. Similarly, don't confuse the parent by trying to show every piece of work his youngster has done in the past months. What you don't show in the conference, the parents can talk over at home.

_____16. You may get an unflattering earful about "that" former teacher Eddie had. In such a situation, be sure your attitude reflects only good of that teacher, and of other teachers and schools, too.

_____17. Similarly, don't let comments about other children enter the conversation. Don't compare brothers and sisters.

_____18. Don't suggest home activities that are really the responsibility of the school.

_____19. When you must say "no", take a long time to say it, and say it softly.

_____20. Don't ask prying questions about extremely personal matters.

_____21. Be on your guard for your own facial expressions. A wince or slight frown at a parent's comment may embarrass him. Especially avoid surprise or disapproval.

_____22. It is a mistake for you to try to tackle serious psychological troubles of children. Refer them to the consulting psychologist.

_____23. Don't show the parents only the poorest or best work. Show the whole range. If possible, show how the work has improved or changed.

_____24. Don't use educational "double talk". Words like "immature," "aggressive," "maladjusted," and "retarded" may have different meanings for the parent.

_____25. Provide paper and pencil for parents to use in taking notes if they want to.

Published by the National School Public Relations Association

QUESTIONS FOR PARENTS TO CONSIDER ABOUT PARENT/TEACHER CONFERENCES

Preparation

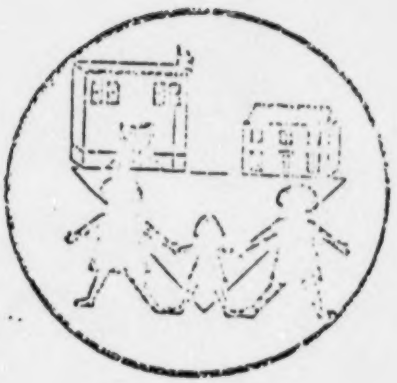
1. How often does my child's school schedule parent/teacher conferences? When? What is the limit for each conference?
2. Do I feel comfortable requesting additional conferences?
3. Does my child's teacher notify me immediately if there is a problem in school?
4. Have I asked my child if there is anything he or she wants me to discuss with the teacher?
5. Have I made a list of questions I want to ask?
6. Have I reviewed my child's work to get some idea of what is being done in school?

Questions To Consider Asking

1. Is my child doing as well as he or she should in school?
2. Is my child working up to his or her ability?
3. Is my child performing at, above, or below grade level in reading and mathematics?
4. Do you group children for reading and math? If so, what group is my child in? How are children selected for each group?
5. What are my child's strengths and weaknesses in major subject areas?
6. What tests will my child take this year? What is the purpose of the tests? How will the tests be used?
7. Does my child need special help in any subject? Is such help available?
8. What will my child be learning this year in math? In reading?
9. Is there an individualized educational plan for my child?
10. How can I participate in developing the individualized plan? How can I support my child's instructional plan at home?
11. Are there regular homework assignments?
12. What schedule does my child have during the school day?
13. Does my child get along with other children?
14. Does my child respect the rights and property of others?
15. Does my child show any behavior, such as squinting, being tired or irritable, that may be signs of a medical or emotional problem?
16. What are the discipline procedures in the classroom?
17. Are there any discipline problems with my child?

Reviewing the Conference

1. Did the teacher listen to my comments? Was he or she unhurried and friendly?
2. Were all my questions answered?
3. Did the teacher seem interested in my child and familiar with his or her work?
4. Did the teacher seek my help in identifying the needs of my child or overcoming weaknesses?
5. Did I praise my child in some way?
6. Did the teacher and I agree on specific ways to help my child?
7. Do I understand what I can do at home to help?
8. Do I need to schedule another conference?



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3

Exhibit B-6a. (page 5 of 5)

PARENT EVALUATION FORM

PARENT/TEACHER CONFERENCE

_____

Date

Dear Parent:

In order to determine how much information you received and how useful the conference was, it is necessary to have some written feedback from you. Please circle the response that indicates your feeling about each item. It is not necessary for you to sign the feedback form. After completing the form, please leave it with the principal. Thank you.

	YES	NO	NO RESPONSE
1. I was allowed to discuss the matters which concerned me most about my child's education.			
2. My questions were answered to my satisfaction.			
3. I felt at ease during the conference.			
4. The teacher(s) was courteous and treated me with respect.			
5. I received a plan from the teacher(s) of things I can do to maintain or improve my child's education.			
6. I think the plan is something that I can easily use with my child.			
7. I feel more positively about my child and his/her education.			
8. The conference was a positive experience.			
9. I plan to come to school again on the next conference day.			
10. Comments			

_____

_____

_____

_____

Exhibit B-6b. Maryland Parent Involvement Material (page 1 of 6)

Parent Involvement in Parent-Teacher Conferences

Parent-teacher conferences are a wonderful means of encouraging parents to become more deeply involved in their child's education. Since both parents and teachers strive to attain the best possible education for children, it is mutually beneficial to discuss the ideas which help accomplish that goal. Conferencing reinforces the child's feelings that his/her teachers and parents are teamed together for his/her benefit.

There are usually several opportunities each school year for parents and teachers to confer. The first is most often a group conference, which is a time for answers to general questions about the school's objectives, standards, curriculum, program, and system of evaluation. The individual conference, an ideal supplement to and clarification of the usual written report, is a time for parents and teachers to share their understandings of the child and the progress he/she is making. The result is cooperative planning for an individualization of the child's education.

Being prepared for the conference will produce better results for you, your child, and his/her teachers. The following suggestions might assist as you anticipate conference time:

1. Decide what questions you are going to ask the teacher. Some suggested questions include:

    a. What goals or objectives do you have for my child to guide his learning?

    b. Is my child doing as well as he/she should in school. Is he/she working to his/her ability?

    c. What is ability grouping? What group is my child in?

    d. What kinds of books is he/she using? May I see samples?

    e. May I see some of his/her work?

    f. Does he/she get along well with other children?

    g. Have you observed any special interests, abilities, or aptitudes which my child may have?

    h. Does he/she follow the behavior standards of the classroom? Does he/she respect the rights and property of others?

i. How is he/she progressing in each of his/her individual subjects?

j. What use do you make of standardized tests?

k. How can we help at home? What role should we play in relation to homework?

2. Discuss the conference with your wife, husband, and child. Let each member contribute ideas for questions and discussions. If possible, both parents should try to attend the conference.

3. Determine what you should tell the teacher to give him a better perspective and understanding of your child. The more the teacher knows about your child, the more easily he can construct a program to help the child achieve his/her potential. Some questions the teacher might ask include:

a. What does the child say at home about school? What does he/she like? What doesn't he/she like?

b. What do you see as the child's strengths and assets? What do you see as his/her weaknesses?

c. To what kind of discipline does he/she respond?

d. What does he/she enjoy doing most often at home in his/her leisure time?

e. How is his/her general health? Are there any problems the school should be aware of?

f. What are the child's responsibilities at home?

4. Be on time for the conference and stick to the subject most important—your child's educational process. If the time schedule for you is not convenient, plan with the teacher for an alternative time—before school or a phone conference, if necessary.

5. Try to arrange for a babysitter for your children who might disturb you or the teacher during the conference. Arrange to share babysitting time with a neighbor. Suggest that your PTA provide babysitting at the school.

6. Ask the school to provide an interpreter (ESOL teacher, perhaps) if it would help you benefit more from the conference.

Follow up the conference by discussing it with your child. Talk about his/her strong points as well as things which need improving. Try to use the suggestions which came out of the conference discussion. Keep in touch with the teacher if problems or needs arise after the formal conference time has passed. Maintain the two-way communication which fosters the basis for improved education of your child.

Exhibit B-6b. (page 4 of 6)

PARENT-TEACHER CONFERENCE FORM

Student's Name _____

School _____ Grade _____

Teacher _____ Date _____

Student strengths observed by teacher:

Student strengths observed at home by parent:

Student needs observed by teacher:

Student needs observed at home by parent:

Suggestions:

Home setting:

School setting:

PRE-CONFERENCE

WHAT TO DO BEFORE THE CONFERENCE

INFORMATION I WILL SUPPLY THE TEACHER ABOUT MY CHILD

1. My child has some concerns about school. (Example: "The teacher doesn't like me."

2. My husband and I are having trouble understanding some of our child's homework. (Example: What does place value mean?)

3. My child has some health problems. (Example: He has asthma.)

4. My child has some emotional problems. (Example: She is a nervous child.)

5. My child's homework plan. (Example: He does his homework in his room. She does her homework with the TV on.)

6. My child has special interests and abilities. (Example: Mary draws well.)

7. My child has responsibilities and follows rules at home. (Example: He takes out the trash.)

8. The type of discipline that works best with my child. (Example: He is not allowed to do something he likes.)

9. Concerns or compliments that we have.

CONFERENCE

WHAT TO DO DURING THE CONFERENCE

QUESTIONS TO ASK

1. Why is my child in Title I?
   a. What does Title I mean?
2. How is my child doing in reading?
   a. What level is my child reading on?
3. How is my child doing in spelling?
   a. What level is my child working on
4. How is my child doing in math?
   a. What level is my child working on?
5. Is my child receiving any extra help, such as reading lab or math lab?
6. What social skills does my child have?
   a. Does my child get along with his classmates? If not, what seems to be the problem?
   b. Does my child participate in group activities or does he/she prefer to be alone?
   c. Does my child show any leadership qualities?
   d. Are there any discipline problems with my child?

Appendix A

Sources of Information on Exemplary Materials

The following are addresses of state Chapter 1 offices that readers can use to obtain more information regarding the materials presented in this module.

Coordinator, Comp. Programs
Alabama State Dept. of Education
State Office Bldg., Rm. 416
Montgomery, AL 36130

Coordinator, Chapter 1
Alaska State Dept. of Education
State Office Building, Pouch F
Juneau, AK 99811

Asst. Supt. for Comp. Education
California Dept. of Education
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814

Supervisor, Chapter 1
Colorado Dept. of Education
201 E. Colfax Street
Denver, CO 80203

Educational Consultant
Connecticut Dept. of Education
P.O. Box 2219
Hartford, CT 06115

Director, Comp. Education
Georgia Dept. of Education
State Office Building
Atlanta, GA 30334

Education Spec., Disadvantaged
Hawaii State Dept. of Education
1270 Queen Emma St., Rm. 1002
Honolulu, HI 96813

Chapter 1 Coordinator
Montana Office of Pub. Instruction
State Capitol, Room 106
Helena, MT 59601

Director, Chapter 1
New Hampshire Dept. of Education
64 North Main Street
Concord, NH 03301

Director, Compensatory Education
Dept. of Pub. Instruction
Education Building
Raleigh, NC 27602

Chapter 1 Coordinator
Ohio State Dept. of Education
933 High Street
Worthington, OH 43084

Director, Compensatory Education
Oklahoma Dept. of Education
2500 North Lincoln
Oklahoma City, OK 73015

Coordinator, Chapter 1
Oregon Dept. of Education
700 Pringle Parkway
Salem, OR 97310

Chief, Comp. Education Programs
Pennsylvania Dept. of Education
333 Market Street
Harrisburg, PA 17108

Director, Division of
Compensatory Education
Kentucky State Dept. of Education
Frankfort, KY 40601

Chief, Chapter 1
Maryland Dept. of Education
200 W. Baltimore Street, 4th Flr.
Baltimore, MD 21201

Director, Chapter 1
Massachusetts Dept. of Education
31 St. James Ave., Rm. 638
Boston, MA 02111

Coordinator, Chapter 1
Michigan State Dept. of Education
P.O. Box 30008
Lansing, MI 48909

Coordinator, Chapter 1
Mississippi Dept. of Education
P.O. Box 771
Jackson, MS 39042

Coordinator, Chapter 1
Missouri Dept. of Education
P.O. Box 480
Jefferson City, MO 65102

Chief Supervisor, Chapter 1
South Carolina Dept. of Education
Rutledge State Office Bldg., #200
Columbia, SC 29201

Coordinator, Chapter 1
Div. of Elem. and Secondary Education
State Office Building #3
Pierre, SD 57501

Associate Director, Chapter 1
Virginia Dept. of Education
Box 6Q
Richmond, VA 23216

Chapter 1 Supervisor
Washington Dept. of Ed., Grants Mgmt.
Section, Old Capitol Bldg.
Olympia, WA 98504

Director, Compensatory Education
West Virginia Dept. of Education
Capitol Complex, Bldg. 6, #252
Charleston, WV 25304

Asst. Administrator, Chapter 1
Wisconsin Dept. of Pub. Instruction
125 S. Webster Street
Madison, WI 53702